



**MUSLIM MANAGED HIGHER EDUCATIONAL INSTITUTIONS IN
UTTAR PRADESH : A CASE STUDY OF TEACHERS ROLE
AND STUDENTS PERFORMANCE IN KANPUR**

THESIS

SUBMITTED FOR THE THE DEGREE OF

**Doctor of Philosophy
IN
SOCIOLOGY**

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TO WHOM IT MAY CONCERN

This is to certify that Mohd. Shariq Khan has completed his thesis entitled "Muslim Managed Higher Educational Institutions in Uttar Pradesh: A Case Study of Teachers' Role and Students' Performance in Kanpur." He has conducted this research under my supervision and to the best of my knowledge this is his independent and original work. I deem that present thesis is fit for submission for consideration of award of Doctor of Philosophy in Sociology.


(Dr. M. Jamal Siddiqui)



Dedicated
to my
Beloved Parents
&
Well Wishers

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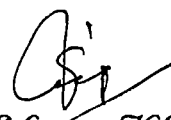
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CHAPTER – I

INTRODUCTION

CHAPTER - 1

INTRODUCTION

1.1 EDUCATION: - A CONSTITUTIONAL PROVISION

Education is regarded as one of the most important and powerful social force, which ultimately brings about radical changes in the outlook and approach among the members of the Society. No nation can progress, no human group can advance and no individual can prosper without proper education, as education is the backbone of the nation. Education all over the world enjoys highest priority. The progress and prosperity of a nation and of community go hand in hand with the level of education of its masses. It is a Pre-requisite for peace understanding and development.

Durkheim (1968)¹, defined education as “the action exercised by the older generation upon those who are not yet ready for social life. Its object is to awaken and develop in the child those Physical, intellectual and moral states which are required of him both by his society as a whole and by the milieu for which he is specially destined”.

Ottaway A.K.C. (1962)², holds that “in democratic society education can prepare for change in society, and that is the part of its creative function. It prepares children by encouraging permissive and critical attitudes, but it can only do this because these are already sufficiently accepted values of the society”.

Olive Banks (1969)³, states that education system may be characterised with the task of encouraging innovations in the material and technological spheres. Education is required to smooth the path of innovation by breaking down traditional attitudes and so lessening the resistance to change. Education helps to wean the developing society away from the old, and towards the new; it inspires belief in progress, in efficiency, in

achievement and in rationality. It also helps people to become aware of their social and legal rights and become active participants in the process of economic development and social change.

Thus, we can say that only the education can give the desired form to the constantly changing society. Society can be brought to a higher and better degree of organisation through the use of Science and technology, organisation of a new market system and community development. It is education, alone which can take the nation on the path of progress. Education has been proved empirically as a vital factor of socio-economic development and expenditure on education is considered as investment on human resource development.

The people have various needs and aspirations. The society continuously strives to meet these varied needs on the principle of equality and social justice. The education can meet these challenges and can prepare responsible citizen. Indian constitution guarantees the equal opportunity of education to Indian citizen and for this reason various provisions have been made for education in the constitution itself. Before 1976, the education was exclusively the responsibility of states, the central government was only concerned with certain areas like co-ordination and determination of standards in technical and higher education etc. The education was put on the concurrent list on December 18, 1976 with 42nd amendment in the constitution and education became a joint responsibility of Centre and States. The amendment was suggested by a committee headed by S. Swaran Singh appointed by the Congress Party. The Committee said, "Agriculture and education are subjects of Prime importance to country's rapid progress

towards achieving desired Socio-economic changes. The need to evolve all India Policies in relation to these two subjects cannot be over emphasised.

Entry 25 of the concurrent list includes, “Education including technical education, medical education and Universities subject to entries 63, 64, 66 of list 1, vocational and technical training of labour. Various constitutional provisions relating to education are following.

1. FREE AND COMPULSORY EDUCATION: -

The constitution makes the following provisions under Article 45:- “The State shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.

2. EQUALITY OF OPPORTUNITY IN EDUCATIONAL INSTITUTION:-

Article 29 (ii) says that “No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.

3. EDUCATION OF MINORITIES:-

Article 30 (i) and (ii) guarantees the minorities to establish and administer educational institution of their choice. According to Article 30 (i) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice. Article 30 (ii) says the state shall not, in granting aid to educational institutions, discriminate against any educational institutions on the ground that it is under the management of a minority, whether based on religion or language.

4. LANGUAGE SAFEGUARDS:-

Article 29 (i) “Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same”.

ARTICLE 350 A:-

“It shall be the endeavour of every state and every local authority within the state to provide adequate facilities for instruction in the mother tongue at the Primary Stage of education to children belonging to linguistic minority groups; and the president may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities.

5. EDUCATION OF THE WEAKER SECTIONS AND SCHEDULED CASTES:-

Article 46 relates to “Promotion of educational and economic interest of scheduled castes and scheduled Tribes and other weaker sections”. It reads “the state shall promote with special care the educational and economic interests of the weaker sections of the people and, in particular, of the scheduled castes and scheduled Tribes, and shall protect them from social injustice and all forms of exploitation”.

6. RELIGIOUS INSTRUCTION:-

Article 28 (i) provides “No religious instruction shall be provided in any educational institution wholly maintained out of state funds.”

Article 28 (3) “No person attending any educational institution recognised by the state or receiving aid out of state funds shall be required to take part in any religious instructions or to attend any religious worship that may be conducted in such institution

or in any premises attached thereto unless such person or if such person is a minor, his guardian has given consent thereto”.

Beside these articles 337 deals with education of Anglo-Indian Community and Article 351 deals with the Development of Hindi.

7. HIGHER EDUCATION AND RESEARCH:-

Entry 64 of the Union List reads “Institution of scientific and Technical Education financed by the government of India wholly or in part and declared by parliament by law to be institution of national importance.

Entry 65 of the union list guarantees the Union Agencies and institution for

- (a) Professional, vocational or technical training, including the training of police officer; or
- (b) The promotion of special studies or research or
- (c) Scientific or technical assistance in the investigation of detection of crime.

ENTRY 66 OF THE UNION LIST: -

Co-ordination and determination of standards in institution of higher education or research and scientific and technical institutions.

Thus, in accordance with these provisions of the constitution of India, a number of educational institutions have been established. The growth in the institutions, enrolment and finance has recorded manifold increase during the plan periods. The responsibilities of ensuring development of education lies to both the levels of governments, the Centre and the States. They are putting their best efforts to establish or sponsor institutions for promotion of all types and levels of education. Decisions regarding the organisation and structure of education are largely the concern of the states.

However, the union government has a clear responsibility regarding the quality and character of education. In addition to policy formulation, the ministry of Human Resource Development, Department of Education shares with the states the responsibility for educational planning.

The central, Advisory Board of Education (C.A.B.E.), set up during the pre-independence period in 1935, continues to play a lead role in the evolution and monitoring of educational policies and programmes. The most notables of which are the National policy on education (NPE) 1986, programme of Action (POA), 1986 and programme of action (1992).

1.2 HIGHER EDUCATION:- DEFINITION AND SCOPE

✓ National policy on education (1960)⁴, states that “Higher education provides with an opportunity to reflect on the critical, Social economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival.

✓ M.M. Ansari⁵ (1997), holds the view that “In the fast changing Socio-economic context the higher education system has continued to exposed to greater pressure for expansion and diversification mainly because of the demands for social justice in the provision of educational services, for providing a training ground for educated, manpower to meet the needs of the expanding industry, trade and commerce, for initiating and managing social change or just for intellectual curiosity.”

✓ Gareth William (1977)⁶, holds the view that “By definition, higher education must be something that is above lower levels of education-usually primary and secondary. Being above can be interpreted as meaning a higher level of knowledge in some abstract

sense, or it can simply mean following chronologically on a foundation that has been laid elsewhere”.

“If, on other hand, higher education is considered to be any kind of education or training that is undertaken by people over a certain chronological age, we arrive at a position where any education or training of Adults might be considered as an aspect of higher education from adults literacy programme to the preparation of post doctoral dissertations in specialised branches of sciences.”⁷.

Deliberating on the idea of higher education Gareth further maintains that “If we take it in the extreme case then there will be two main categories of education compulsory education for children, which pupils must undergo whether they want to or not, and post compulsory education which students undertake because they want to”⁸.

International Standard Classification Education (ISCED) defines nine level of education and out of which it consider the three levels of education under higher education. These three levels are:-

- (i) Education at the third level: Not of the type that leads to a University degree or equivalent.
- (ii) Education at the third level: of the type that leads to a first University degree or equivalent.
- (iii) Education at the third level: of the type that leads to a post graduate University degree or equivalent.

In view of the above discussion it may be argued that the level of education which is at high rank and occupies a distinct position in the chronological order of education and which imparts highly comparative knowledge. It helps in the creation of new

knowledge and its integration in the existing body of knowledge in the widest sense. It helps in the transmission of knowledge to the new generation. It makes the way of application of knowledge to the solution of practical problems in wider society. It teaches then how to fit into the new social roles and how to face the new challenges.

The view of the United Kingdom's official Robbins committee on higher education reporting in 1963⁹, was that higher education has four main functions:-

- (i) High-level vocational training.
- (ii) Promotion of general powers of thinking.
- (iii) The acquisition of new knowledge.
- (iv) The guardianship of the national culture.

It too must have vocational aspect, general intellectual aspects, it must be concerned with the acquisition of new knowledge and with the preservation of what is valuable in the existing culture.

The Carnegie Commission in the United States wrote the following responsibilities of higher education institutions.

1. For developing and making available new ideas and technology.
2. For finding and training talent and guiding it to greater usefulness.
3. Generally enhancing the information, the understanding and the cultural appreciation and opportunities of the public at large.

✓ Wills D. Weatherford¹⁰ in his boo, "The goals of higher education" has analysed the various aspect of education from different viewpoint. In his opinion the classical tradition hold the chief end of education to be mental development. The best way to

achieve this mental development is to acquaint the students with the best literature and thought which our culture has produced since the Greeks.

If, on the other hand, one is a pragmatist believing that no great gulf separates mind and matter and that these ideas are true which give satisfactory results, he is to ally himself with progressive educators who holds that the chief end of education is to help the individual develop all his faculties to their full potentialities. So the important aim of education is to help the students adjust to his surrounding and to himself. Since individual development is primary and individual differ, it follows that many types of education must be provided.

✓ W.G. Allport¹¹ holds that the goal of education is the transmission of culture. The life of different people are transitory but our culture continues. The goal of higher education on the other hand is to inspect and criticise, to improve and increase this cultural cumulation. Higher education seeks newer and better solutions to the physical, intellectual and moral predicaments of mankind.

In the developing countries like India, the higher education occupies an important place in the nation building and economic development. It is responsible for promoting the acquisition of new knowledge and skills for development of physical and human resources, of transforming traditional values and attitudes to build new society informed by equality and justice and of developing a climate for creative thinking and growth of individuality.

Thus, keeping in view the leading role of higher education and socio-economic values of higher education transform the Indian society into a more enlightened, prosperous and civilised community, the government of India has given it a special

preference. The educational policies have accorded high priority for development of high quality of relevant education and training to meet the manpower requirements of every development sector. After independence various education commission have been set up to look after the performance and demands of the higher educational institutions.

The Radhakrishnan Commission proposed the following objectives and purposes of higher education: -

1. In the changing political, social and economic conditions providing healthy, representation in politics, administration, professions industry and commerce.
2. In the Universities developing an intellectual attitude towards things and encouraging growth of knowledge among youths.
3. Emphasising social reform through the creation of foresighted, intelligent and courageous leadership.
4. Encouraging Universities to play their part as organs of culture and the intellectual leaders of civilisation.
5. Making an endeavour for the success of democracy.
6. Discovering the innate qualities of individuals and developing them through suitable training.
7. Promotion of social emancipation.
8. Creating the sentiments of national discipline, international awareness, intellectual development, justice, freedom, equality and brotherhood.

The Kothari, Commission (1966) has expressed its view of the objectives or ideals of higher education in the following form: -

1. Seeking knowledge within the framework of truth, using traditional knowledge in new circumstances.
2. Developing leadership in every sphere of life.
3. Giving educated and trained people to society in the spheres of Art, Science, Agriculture, Medicine and Industry.
4. Encouraging social justice.
5. Nourishing the right values among students and teachers.
6. Reducing social and cultural disparities.
7. Working for the development of a national consciousness.
8. Developing the programmes for Adult Education.

Rammurti Review committee on the National policy on Education 1986 in its report “Towards a Humane and Enlightened Society” (1990) recommended the following goals of higher education.

- (i) Education must provide a techno-informative or a sound knowledge base empowering the person through knowledge and on which one can build later on.
- (ii) Education must also provide opportunities to acquire skills, through engaging the students in a variety of processes and situations. These skills would be basic life skills such as foundational skills in communication, computation, social skills and manual skills, which would enable the students to develop specific job oriented skills later.
- (iii) Education must further provide a climate for the nature of values both as a personalised set of values forming one’s character and including necessarily social, cultural and national values, so as to have a context and meaning for

actions and decisions, and in order to enable the person to act with conviction and commitment.

- (iv) Education must play an interventionist and catalytic role too for promoting national cohesion and unity by empowering the students to become agents of social change.

To realise and fulfil these objectives, a number of policy decisions have been taken from time to time which have led to considerable expansion and diversification of university system, and accordingly growth in institutions, enrolment and finance has recorded manifold increase during the plan period.

1.3 HISTORY OF HIGHER EDUCATION IN INDIA

The Modern University education in India having its root in the western education of the late 18th century. There were important educational centres in Ancient India, notably at Taxila and Nalanda, frequently with religious connections. But these centres were essentially different in character from modern university education.

The British's took initiative step in the development of modern higher education in India. By 1817 a first western-style college was founded in Calcutta with Serampore College (1818) and Bishop's College (1820) following immediately thereafter. The University was not introduced until 1857. However, there was a great controversy about the purpose and value of western education in India. Some opposed it because it would undermine Hindu culture and oriental learning, while others thought this was precisely what it could and should do. But after mutiny in 1857 the British government took control from the East India company and opened the door for establishment of full scale

universities, and in 1857 a government university was established in each of the three administrative centres Calcutta, Madras and Bombay.

A fourth university that of Allahabad was set up in 1887. The first three universities established in India were patterned largely after the earlier model of London University. The typical institution of higher learning which emerged in India was the university which included a number of affiliated colleges under its wings. The colleges were live educational institutions and increased in number rapidly. They prepared students for degrees from the university with which they were affiliated. Teaching was to be done in affiliated colleges, with the university setting syllabi, administering examinations and granting degrees.

The implementation of modern education opened the doors to knowledge of modern science and Art and provided an important means of promoting unity of outlook among members of diverse religious and ethnic group. One language i.e. English, became the generally accepted language of the intelligentsia. Another significant contribution made by the British was the creation and consolidation of an organised civil service. It was partly to prepare Indians for the civil services that the universities were generally organised.

After 1947 a lot of improvements have been made in the educational system. Moreover with the spread of political awakening the demand among the people for better education has mounted. This process has brought about significant increase in the universities. There were 19 universities in 1947 on the eve of independence. The number of universities has risen from 28 in 1950-51 to 220 (as per AIU list) by the end of 1996 registering more than seven-fold increase¹².

In addition, the number of affiliated colleges has also increased by nearly ten times, from 695 in 1950-51 to 6597 in 1987-88. The total number of colleges has however reached to 7121 in 1990-91. The newly established colleges provide an idea of the nature of expansion and diversification of the 85 such new colleges in 1987-88, 74 were Arts/Science/Commerce Colleges while the remaining were mainly professional colleges belonging to different faculties of Technology, Law and Agriculture. It shows that the expansion is more towards the general higher education than professional or technical education and this is the main reason of high rate of graduate unemployment¹³.

In the central sector, however, technical education has been recognised as one of the most significant components of human resource development. As a result there has been a phenomenal expansion of technical education facilities in the country. The number of institution rose 1300 in 1990-91 as compared to 111 in 1950-51, an increase by 12 times. Similarly, the enrolment increased from 55, 000 in 1950-51 to 4, 85,000 in 1990-95, i.e. an increase by about 8 times. Total enrolment in higher education has increase about twenty five times from 1,73,691 in 1950-51 to 44,25,247 of the total enrolment, undergraduate, Postgraduate education and research accounted, in 1990-91, for 89.3.9.6 and 1.1 percent respectively. A significant size, 83.4 percent, was enrolled in affiliated colleges, mainly at under graduate level i.e. about 77 percent of total enrolment. The enrolment ratio for female students is estimated to be 32.5 percent, which varies a great deal across the states, the highest being 53 percent for Kerala and the lowest of 16.4 percent for Bihar of its total enrolment in 1990-91¹⁴.

Resource allocation for education has, over the years, increased significantly. Plan out lay on education increased from Rs. 153 crore in the first five year plan to Rs. 19,600

crore in Eighth Five year Plan (1992-97) The expenditure on higher education increased from Rs. 14 crore in the first five year plan to Rs. 1516 crore in the Eight Five year plan (1992-97). The expenditure on education as percent of GDP also rose from 0.7 percent in 1950-51 to 3.3 percent in 1995-96 (RE)¹⁵.

Co-ordination and determination of standards in higher education is a subject of the union list and hence a special responsibility of the central Government. This responsibility is discharged mainly through university Grants. Commission (UGC) which was established in 1956 under the act of Parliament to take measure for Promotion and co-ordination of University education and determination and maintenance of standards in teaching, examination and research in Universities. To fulfil its objectives, the commission can enquire among other things into financial needs of universities; allocate and disburse grants to them; establish and maintain common services and facilities; recommend measures for improvement of University education and give advice on allocation of grants and establishment of new Universities.¹⁶

Thus, in the light of above stated facts, we can conclude that there have been manifold growth in the educational infrastructure at all levels and each one of them had contributed a lot for the achievement of national goals of education.

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CHAPTER – II

**MINORITIES
AND HIGHER
EDUCATION
IN INDIA**

CHAPTER - 2

MINORITIES AND HIGHER EDUCATION IN INDIA

2.1 CONSTITUTIONAL POSITION: -

Minorities occupy an important position in India. According to 1991 census the minorities constitute the 17.59 per cent of the total population and the majority community i.e. the Hindus constitute 82.41 per cent. Here the distinction is made on the basis of religion, but here we have to see the exact definition of minority. In common parlance the term minority refers to a group of individuals smaller in number as against the numerically dominant group in population. But in Sociological terms, number alone is not the criteria to distinguish a minority from majority. To the sociologists, the members of minority should possess certain such characteristics which may serve as an objective basis of distinction for example, race, language, religion and so on.

Caxton Encyclopaedia¹ defines minority as “racial, religious or linguistic section of the population within a state which differs in these respects from the majority of the population”. The report of the Third session of the sub-commission on prevention of discriminations and protection of Minorities set up under the auspices of human Rights Commission (1952) stated that the term would include “only those non dominant groups in population which possess and wish to preserve stable ethnic, religious or linguistic traditions or characteristics markedly different from those of the rest of the population.

Anwarul Yaqin (1982)², holds that minority constitutes a collectively which is united by certain common characteristics such as religion, language, race, culture,

traditions or a combination of these factors and is numerically non-dominant in a population". The constitution defines the term minority on the basis of two criteria viz. Religion and language, non-dominant group of people will be considered as minority.

As for as the minorities right is concerned, the constitution of India guarantees the equality of opportunity to all the people without any discrimination on the basis of language, religion, region, caste, class etc. Article 29 and 30 of the constitution guarantees the right of minorities to conserve their language, script and culture and to establish and administer educational institutions of their choice, whether based on religion or language.

The Article 30 (1) of the constitutions declares " All minorities, whether based on religion or language shall have the right to establish and administer educational institutions of their choice".

The Article 30 (ii) of the constitution declares " The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language".

Article 29 deals with the protection of interest of minorities Article 29 (I) declares "Any section of citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same."

Article. 29 (ii) of the constitution declares "No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds of religion, race, caste, language or any of them."

Article 350 (A) provides the facilities for instruction in mother tongue at primary stage. It reads: " It shall be the endeavour of every state and every local authority within

the state to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the president may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities”.

Thus, the government of India have taken various steps to implement the above stated constitutional provisions for minorities. However the implementations of these guarantees has been uneven although the various conferences of Education Ministers, the Government of India memorandum of 1956 as also the statement on language in 1958 etc have been laying emphasis on the special treatment to linguistic minorities.

The Ministry of Home affairs identified Muslims and Neo-Buddhist as educationally backward at the National level. It was agreed that the State government might also identify other groups, which are educationally backward at the State level. Special efforts need to be taken to bring these educationally backward minorities on a par with the rest of the society and to make them to participate fully in national developmental activities.

The National Policy on Education 1986 States the following regarding Education of minorities Vide Para 4.8 of the document “Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and Social justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of text-books and in all school activities, and all possible

measure will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.”

In pursuance of the revised Programme of action (POA) 1992, two new central schemes i.e.

- (i) Scheme of Area Intensive Programme for educationally Backward Minorities and
- (ii) Scheme of financial Assistance for Modernisation of Madarsa Education were launched during 1993-94

The objective of the Scheme of Area Intensive Programme for Educationally Backward Minorities is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and Secondary Schools. Under the scheme cent percent assistance is given for (i) establishment of new Primary and upper Primary Schools, non formal education centres where such a need is felt and is viable on the basis of a school mapping exercise.

- (ii) Strengthening of educational infrastructure and Physical facilities in the Primary and upper primary schools; and (iii) opening of multi stream residential higher secondary schools for girls where science, commerce, humanities and vocational courses are taught to the educationally backward minorities.

Since the inception of the scheme i.e. from 1993-94 part financial assistance of an amount of Rs. 1, 073.15 Lakh has been released for opening of or construction of buildings for 427 Primary/upper primary schools, three secondary schools, six residential higher secondary schools for girls and 588 class rooms, upgradation of 22 Primary Schools into upper Primary Schools, two high schools into higher secondary schools; construction

of 10 hostel building for girls higher secondary schools; construction of toilets in 10 schools and provision of teaching material in 526 Primary/upper Primary schools”³.

The scheme of Financial Assistance for Modernisation of Madarsa Education is being implemented with a view to encouraging traditional institutions like Madarsas and Maktabas to introduce science, Mathematics, Social Studies, Hindi and English in curriculum under the scheme cent percent assistance is given to such institutions for appointment of qualified teachers for teaching the new subjects to be introduced. An amount of Rs. 383.25 lakh has been released for 1, 274 Madarsas during Eighth Five Year Plan period.⁴.

The University Grants Commission introduced in 1984 a coaching scheme to prepare students belonging to educationally backward minorities for various competitive examinations. An expenditure of Rs. 190 83 Lakh was incurred during the Eighth Five year Plan period on this scheme. Out of a total of 48, 856 students coached upto March 1995, 2966 students have been successful. NCERT has been organising special orientation Programmes for teachers including teachers of the minorities educational institutions. The Department of Education has prepared and circulated to state governments policy and norms and principle for recognition of minority managed Principle for recognition of minority managed educational institution to facilitate expeditions clearance of application from minority educational institutions recognition.

2.2. MUSLIM MINORITY AND HIGHER EDUCATIONAL INSTITUTIONS IN INDIA:-

The task of promoting education is entrusted to both the levels of governments, the central and the states. Thus all types and level (Primary, Secondary & Higher) of educational institution are established under these two administrative set up. Generally

local governments look after primary education, State government administer all kinds of education including college and University education, and central government organises central universities and selected sponsored institutions. Central government also takes the responsibility of educational policy and planning at the national level.

However, a signification majority of the universities and colleges have been established and are funded by the states and due to this the state-sponsored institutions are more in number in India. Thus, there are various categories of these colleges and universities. Most of the universities belong to the affiliating and teaching type in which university departments impart instruction mainly at the Postgraduate level and undertake research. A number of affiliated colleges come under these universities and provide under graduate education. Some colleges also have Postgraduate teaching and research.

Some universities are of unitary type which do not have affiliated colleges but they do have university department/constituent colleges. Some universities have territorial jurisdiction confined to the city in which the university is located and the colleges located within the city are affiliated to the university.

The universities like Agra, Meerut, Jivaji, Awadh etc are largely affiliating in nature and their responsibility is to conduct examinations with respect to affiliating colleges. There are some institutions, which are known as deemed to be universities. These universities and institutes are Primarily unitary type and provide the specific needs in almost every branch of education.

As far as the development of higher education in India is concerned, it has recorded a manifold growth. As it has been discussed in the previous chapter that the number of universities has risen from 28 in 1950-51 to 220 (as per AIU list) by the end of

1996 registering a more than seven-fold increase. The number of affiliated colleges has increased by nearly ten times; from 695 in 1950-51 to 6597 in 1987-88 and reached to 7121 in 1990-91.⁵

There is also a manifold growth of student enrolment in higher education from 1950-51 to 1990-91. The total enrolment of student in 1950-51 was 173, 691 and it reached to 4, 425, 247. It shows an increase of twenty Five times of the total enrolment; undergraduate, Postgraduate education and research accounted in 1990-91, for 89.3, 9.6 and 1.1 percent respectively.

The above mentioned data reveals that there has been a phenomenal growth in higher education system but of the expansion is more towards the general higher education than Professional or technical education. In response to the rapid expansion of higher education system, there is a great debate about the quality of education. The quality of higher education is deteriorating with quantitative expansions. There is just a race to increase the number of colleges and universities without giving proper attention to the standards of education. Many of the students who pass out of colleges and universities have lack of competitive spirit and unable to qualify the competitions. This result in the high rate of graduate unemployment in the country.

Thus, with regard to the above stated arguments the two opposite views come out. One view is that there has been an immense growth in higher education in India and the students of colleges and universities are acquiring for more knowledge and skills than their counterparts in the earlier generations. The depth of knowledge of the students now is far more than those of the earlier decades. There has been a vast expansion in the

number of courses or opportunities that are available to students and there are a large number of students venturing into these courses, and coming out successfully.

On other hand the second view is that the expansion of the higher education is mostly confined to the establishment of non professional colleges and universities and they have produced unskilled graduates which has created the problem of educational unemployment.

However, it is important to see whether there is a real fall in educational standards in higher education or not. What is perhaps more important is to see how quality of education is to be determined and how it is to be maintained.

If we analyse the Muslim Minority education system in India then we will find the same trend of expansion and establishment of higher educational institutions, enrolment of the students and their performance. A number of Muslim managed educational institutions has been set up and there is a continuous growth in these institutions. According to a report Published by Centre for Promotion of Educational and Cultural Advancement of Muslim of India, there are about 76 Muslim managed degree colleges in India.

However, in absence of reliable data it is very difficult to point out the contribution of these minority-managed institutions in getting the academic excellence. Now the question is that due to inadequate data on Muslim education and in absence of any detailed study on the states of Muslim education, are we in position to say that Muslims are educationally backward and the performance of Muslim managed educational institution is not satisfactory? Is there the need to take special measure for the

upliftment of the Muslim? The measure for the upliftment of the Muslims? The answer of these questions may be in negative or affirmative.

In this regard, if we take the overall view of educational system in India, then we will come to the conclusion that the achievements in the field of higher education are not satisfactory and the aims and objectives of higher education are not fulfilled to much extent. The general view about the higher education system in India is that there has only been the quantitative expansion of educational institution and not the qualitative. In this regard we can say that Muslims are no exception as they are the part of this whole traditional educational system. According to Aijazuddin Ahmad (1995)⁶, "the problem of backwardness of Muslims in the field of education is to be seen in the context of the larger problem of the educability of the people of India in general. The Muslims backwardness is a component of the backwardness of the Indian masses in general. There is nothing in Islam which withholds Muslims from receiving secular education". Thus, it is to say that Muslim educational backwardness is due to the national educational backwardness".

On the other hand if we take the educational achievement of other communities and specially the other minorities then we will find that Muslims are lagging behind in the field of education. Whatever the information is available from the macro and micro studies clearly indicates that Muslims are lagging behind in the field of education as compared to other communities and performance of Muslim educational institutions is not satisfactory as compared to other minority communities. National policy on Education (1986), for the first time declared that Muslims with Neo-Buddhist are educationally backward and special attention should be paid to solve their problems. The

High Power panel on Minorities, Scheduled Castes and Scheduled Tribes appointed by the Government of India in 1980, collected data on the enrolment of Muslims in Schools, their dropout rate at the Primary level and their participation in the secondary school board examinations from forty five districts in Twelve selected states of India and found that, out of a total enrolment of 98.48 lakh students at the elementary stage in 1980-81, the enrolment of Muslims was 12.20 lakhs. Muslim thus accounted for 12.39% of the total elementary school enrolment, which is 5% less than their proportion in the population of districts concerned. Similarly, the data on the enrolment of Muslims at secondary stage collected from 38 districts spread over 11 States shows that the enrolment of the students at this level was 2.09 lakh which is 10.66% of the total enrolment against their share of 18.56% in the population of the sampled districts. So far as the Muslims appearance in the secondary and senior secondary examination is concerned, the study shows that out of a total of 13.44 lakh candidates who appeared at the class X examinations of 1981 conducted by 8 boards of secondary education only 0.54 lakh were Muslims. This comes to 4% of the total number of candidates against their percentage of 11.28% in the district concerned. At the Senior Secondary examinations conducted in 1981 by 5 boards, out of a total number of 2.26 lakh candidates who appeared for the examination, only 5, 645 were Muslims. This works out to be 2.49% against their population of 10.30% in the district surveyed. The participation of Muslims at the at the university level is also far from satisfactory⁷.

Ninan Sevanti (1983)⁸, surveyed various Muslim Managed Schools of Moradabad & found that the environment was not conducive for study as these schools have no proper building, no proper classrooms, no playground and no place for extra curricular

activities. The drop out rate is about 50% in classes VIIIth & Xth. The result of these schools are just satisfactory and only a few students get first divisions. Majority of the parents hail from artisan and craft pockets and are also illiterate. Thus, they do not pay attention towards their wards education.

With regard to Sambhal (a town in Moradabad District) her observation is that it is the least literate town in the country, though 70% of the Sambhal's population is Muslim and literacy level is only 24%. There is not a single government high school for boys and the only one is for girls, which has no proper building. Most of the children attend Madarsa where Persian, Arabic, and Urdu are taught equipping the youths more for careers as Maulvis and not for the jobs in the open market. Due to their conservatism they do not send their girls for education. Their home atmosphere are not conducive to learning, so their performance in examinations are thus also poor. Their drop out rate is very high which has caused their lesser enrolment in degree colleges.

Saxena N C (1989)⁹, quotes the survey of 9 Inter colleges of Rampur town which has 72% Muslims & 28% Non Muslim population, the performance of students who appeared in the intermediate examination in 1982, indicates that the number of students appeared were 731 (197 Muslims and 534 non-Muslim). Out of the total Muslim students 89 passed examination and secured first division. It appears that remaining 106 Muslim students either did not appear or failed in the examination whereas on the other hand 344 non-Muslim students passed the examination and 40 students secured first division. It appears that Non-Muslim students give better performance in the examination. In the merit list of class XII examinations for 1983, conducted by Central

Board of Higher Education, out of first 70 students a scheduled caste candidate got 51st position but there was no Muslim in the first 70 positions.

He also quotes Hamdard Education society who conducted 430 Muslim managed schools and 44 Muslim managed degree colleges. The survey report indicates that the percentage of enrolment of non-Muslim students in such schools and colleges has risen from 3.7% at the primary level to 59.6% at the graduate level. The condition of almost all the surveyed schools and colleges was not satisfactory and it was suggested the poor condition of education of Muslim minority calls for an urgent action to improve it.

Siddiqui, M.K.A. (1989)¹⁰, in his study of Calcutta city found that Muslims constitute around 15% of the total population but their enrolment in schools is only 2.21% and less than 0.50% in colleges and other institutions of higher education. He states that out of a total of 411 High Schools in the city only a little over a dozen have been established by Muslims. The schools established or catering to the needs of the Muslims with rare exceptions are qualitatively far below the standard.

Siddiqui Mohd Akhtar (1995)¹¹, in his study of 5 Muslim minority aided school and 5 Majority private aided schools, of Delhi, found that the climate of all the schools was not open and therefore, was not congenial for work. There was a significant difference in organisational climate between minority and other schools. There was a significant difference in leadership behaviour Pattern of Principals, in teachers morale and the school performance in minority and other schools.

Jayaram, N. (1990)¹², holds the view that on the basis of data available on the educational situation among the Muslims in India, it can be stated that at the high school and higher level the Muslims are at least three to four times behind than other

communities. The enrolment of Muslim children in Primary school is generally poor, even in those areas where the Muslim constitute a majority. By and large a significant majority of those enrolled in Muslim managed schools or Urdu medium schools wherever such schools exist, the enrolment of Muslim girls is extremely low. Moreover, the drop out is significantly higher among Muslim students as compared to other counterparts.

Thus, in regard of these above stated studies, it can be concluded that Muslims are lagging far behind in the field of education and the performance of Muslim managed higher educational institutions is not satisfactory. Keeping in view this backwardness, it is suggested that some solid steps should be taken to improve the quality of higher education among the Muslim masses. The programmes and plans should be implemented sincerely and honestly in order to meet the present challenges. If the serious steps are not taken in this direction than the largest minority will cut off from the mainstream and it will be a great hurdle in the development of nation.

2.3 REVIEW OF LITERATURE :-

Muslims form a distinct Social cultural and religious group and has played a distinct role in the building up of the contemporary Indian society and civilisation. Muslims being the largest minority group of India has contributed a lot in the shaping of the history and culture of India.

According to 1991 census the Muslims total population is about 11.67% of India's total population. It is an established fact that this vast group of Muslim population is educationally backward and they are far behind in education in comparison with other communities.

It is very difficult to sketch out the causes of socio-economic and educational backwardness of Muslims in India. Very few studies have looked into the factors responsible for the educational backwardness of the Muslims in India and to relate them to their Socio-economic conditions or background. However, whatever information is available from macro and micro level of studies of Muslims in India clearly indicates that Muslims feel that they suffer from a number of disadvantages and denial of minimal privileges as are available to other members of the society.

Different explanations are given by different thinkers in regard of Muslim educational backwardness. One explanation is that Islamic system is such that which prevents its followers to take the secular education but if we see Islamic education system then we will realise that there is nothing such in Islam which prevents them to go through the secular education. Education (Ilm in Arabic) has a wider meaning in Islam. It encompasses religious as well as worldly knowledge. It lays equal emphasis on Talim (acquisition of knowledge) as well as Tarbiyat (Harmonious development of the personality). In Islam Al Ilm is not only means to an end but the end in itself too. Al Ilm is one of the primary attributes of God, which a Muslim is required to achieve to the best of his ability in order to come closer to his creator.

The revelation of the holy Quran opens with the word Iqra (Read). It not only says Iqra (Read) but also gives the direction “b – ism – i – rab - bik” (In the name of the Rab - God the sustainer). The whole revelation reads like this “Read in the name of thy lord and cherisher who created man out of a mere clot of blood. Read and thy lord is the most beautiful. He who taught the use of Pen. Taught man which he knew not.

The Prophet illiterate though he was, had a profound love for learning. There are a number of Prophet's saying indicating how much education was dear to his heart. One of his often quoted saying on knowledge is that which exhorts the Muslims to seek knowledge even if they are to go to distant land of China. The other equally well known saying of the Prophet is that the Scholar's ink is holier than the blood martyr. The Prophet emphasised not only on the acquisition of learning but also on its transmission to others¹³.

To quote again Prophet Mohammed, "acquire knowledge because he who acquires it in the way of lord, performs an act of piety, who dispenses instruction in it, bestows alms, and who imports it to its filling objects performs an act of devotion to God. Knowledge enables its possessor to distinguish what is forbidden and what is not, it lights the way to heaven. It is our friend in the desert, our society in the solitude, our companion when bereft of friends, it guides us to happiness, it sustains us in misery. It is an ornament in the company of friends. It serves as an armour against our enemies with knowledge the servant of God rises to the height of goodness and to the noble position associated with sovereigns in this world and attains the perfection of happiness in the next."¹⁴

Thus, innumerable verses from the Holy Quran and many saying of the Prophet can be quoted which explicitly urge their readers to delve deeper into the mysteries of the earth and the heaven. How then is it possible that with such exhortations enshrined in their most sacred literature, Muslim for whom Islam was and is a living thing, should not have engaged in the observation of nature. It almost goes without saying that making a study of nature is to discover, discover the creator in his creation. History testifies to the fact that in the early Muslim period great advances were made in various branches of

science. In a period when Europe had not moved even one step forward in sciences Muslims had achieved phenomenal progress in these fields. So there is no doubting the fact that the scientific revolution is a by product of the Islamic revolution.¹⁵

Thus, in the light of this broad concept of Islamic education and the closer evaluation of Islamic history where great advances were made in various branches of science a question does arise here. How is it that the Muslims of today, who are the followers of the same Islam which taught science to the whole world in its initial stages are at present lagging far behind others in education specially the Indian Muslims.

The present educational backwardness has its root in the past. After the revolt of 1857 the Muslims lost the power and prestige and pushed behind politically as well as economically. The higher classes of Muslims began to sink into poverty and sub-merged into the lower social strata because western English education had become the criteria for recruitment in government jobs.

On the other hand the Muslims response to secular education during the period of British rule was not positive and they were confined to their traditional educational set up through Maktabas and Madarsas. They rejected the western English Education due to the rigidity and orthodoxy of their religious beliefs and a feeling that English education will imperil their religion.

Bipin Chandra (1982)¹⁶, comments that an important role in turning the people against the British rule was played by their fear that it endangered their religion. This fear was largely due to the activities of the Christian Missionaries who were to be seen in the schools, in hospitals, in prison or the market places. These missionaries tried to convert people and made violent and vulgar public attacks on both Hinduism and Islam.

Muslims hold the view that they lag behind in educational progress because of economic hardship and discrimination against them in the matter of admission particularly to professional and technical institutions. No special efforts have been made to fulfil the needs of education and training of the major portion of the Muslim population, which belongs to the lower strata of society. Modern education neither attracts them nor serves any of their functional needs. The Indian Muslims have been caught in a vicious circle, as lack of modernisation helps perpetuating their economic backwardness. The Indian Muslims today find it extremely difficult to come out of the economic backwardness-lack of modernisation-backwardness-syndrome²³.

M. Krishna Deva Sharma (1978), has reported that the Delhi survey (1971-72) which shows that the percentage of population in the relevant age group in the survey areas of the city were 6.10% and 11.26% for Muslims and non Muslims respectively at the Primary school levels.

Yougudra Singh (1977), puts the literacy level of Muslims for the mid 1960's was of about 28%. A.B. Shah (1978) has quoted the literacy level of Muslims in 1971 was 10.0% for males and 0.5% for females. Rasheeduddin Khan (1979), on the basis of proportion of pass in UP High School Board Examination holds that Muslims boys were five times, and Muslim girls eleven times, more backward than the rest. A.R. Menon (1978), has reported that in the early seventies the enrolment of Muslims in Bhiwandi School was only 30% as against their strength 60% of the towns populations. A similar gap was noticeable in the educational performance between the Hindu and Muslim students in that college. S.P. Jain (1978), on the basis of sample investigation of 155 Muslim adults found that overall literacy level was 15% and it varied from upper to the

Even under these circumstances, while Hindus were benefited from what so ever facilities of western education were available to them why Muslim could not enjoy these facilities? This shows that other factors were also responsible for the educational backwardness of the Muslims. Qureshi (1985)¹⁷, states that the causes which kept the Mohammadans aloof from English education may be traced to four sources their political traditions, Social customs, religious beliefs and poverty.

Sumit Sarkar (1983)¹⁸, states that Muslim in the modern age with ancient type of learning which suffered for limited purposes were totally opposed to western education along with modern lines for some strong reasons most important one, beside their financial constraints, their traditional notion that English education being organised by the Christian Government would certainly imperil their Islamic religion. This has a great impact on Muslim masses and therefore they kept away from the touch of modern education for good many years.

From the above stated argument it is clear that majority of the Muslim community people did not participate in the western English education. Only a very small percentage of Muslim people came forward and educated their children in Christian English schools. Thus due to their traditional mentality they remain educationally and thus economically backward and till now they are facing problem. Still their educational status is far below as compared to other communities in the country. Most of the scholars have argued that Muslim community as a whole is lagging far behind the Hindu community from the time immemorial. Considering this view to be true they have also highlighted various reasons.

Muslim in India hold that they are subject to insecurity of life and property on account of occasional communal riot, there inadequate representation in public services

and legislatures. Moreover, lack of guidance and assistance in trade, commerce and industries, discrimination towards them in admissions particularly in professional courses. Though some efforts have been made in this direction to help the Muslim minority. Since independence of our country a number of commissions and committees have been set up from time to time to study and analyse the problems of education and recommended many broad based suggestions toward educational policy. All these attempts have failed to provide any positive and lasting results.¹⁹

Imtiaz Ahmad (1981)²⁰, states that there are two commonly prevalent explanations regarding educational backwardness among Muslims in contemporary India. One explanation is that they have been slow to take advantage of the vast educational development witnessed by the country since independence due to their particular attitudes or cultural ethos. There is considerable variety with regard to the particular form in which this explanation has been presented and just where emphasis is placed for purposes of explaining the problem. Some argue that the problem arises from the close linkage between the religious and secular spheres of life in Islam and the emphasis placed upon religious education among the Muslims. According to the proponents of this view point the Muslim have failed to respond to secular education or take advantage of educational developments on account of their resistance to secular education, the emphasis among them being upon sending the child to a traditional Islamic education institution rather than to a modern, secular institution and their strong tendency to reject secular learning for religious education.

(C) Others subscribing to this explanation present another version of the same general proposition, except that they do not emphasis the role of religion as much as the

perception of Muslims in the contemporary Social situation. According to them Muslims are reluctant to take to secular education because of an acute psychological complex. As a religious minority, the argument runs, Muslims have coiled themselves up into their cultural shell and are suffering from an acute minority complex. This psychological complex acts as a serious barrier to their integration into the mainstream of national life and has prevented them from taking advantage of the expanding educational opportunities in contemporary India. Therefore, if the Muslims are educationally backward or they are under represented in the educational sphere, they are themselves to blame for this state of affairs. Unless they come-out of their narrow cultural shell and begin to participate in national life as citizens on an emerging democratic, secular society, they are likely to be able to make any progress in the educational sphere.²¹

The second explanation also lays emphasis upon the status of the community as a religious minority. However, this explanation does not hold the Muslim responsible for their educational backwardness. Instead, it lays the blame upon the society at large and its discriminatory attitudes. According to the explanation, the Muslims are neither reluctant to take to secular education because of their preoccupation with religion and religious education, nor due to their minority complex. Their educational backwardness can be explained in terms of an invidious discrimination practised against them, which is reducing them to the status of “hewers of wood and drawers of water”. This reasoning has led a section among the Muslim elite in recent years to demand reservation for Muslims in educational institutions in order to enable them to take advantage of educational facilities.²²

lower Muslim castes. Shahul Hameed 1978), reports that majority of his respondents had income below Rs. 500/- per month and their living conditions were poor. The educational achievement of the respondents and wards remained extremely low and backwardness is transmitted from generation to generation, Education and income backwardness seriously restricted them spatial and occupational mobility and ties them down to traditional, low income activities such as fishing, petty, trades etc.²⁴

D.E. Smith (1979)²⁵, hold that educational gap between the Hindus and Muslims has always been wide and continued to be reflected in results of Civil Services Examinations. For some time after partition fairly a good number of young Muslim found government jobs in Pakistan after graduation from Indian Universities. Some of frustration among many Indian Muslims prevented them even from applying for government jobs in India, the underlying feeling among them was of discriminations towards them on the basis of religion.

Shaikh A.U. (1984)²⁶, has argued that it was not the result of traditional Islamic education which was responsible for Muslim backwardness in education. Some factors such as increased poverty, discrimination in public as well as private sector employment and forced migration in search of living to Urban Slums and to safer places due to riots etc can partially explain the problem of Muslims withdrawal from education.

Mandal S. Rahim (1985)²⁷, has stated that majority of the Muslims belong to peasantry craftsman or semi-skilled or unskilled categories. Muslims are economically and educationally more backward as compared to other communities. Rural Muslims are landless agricultural labourers. In Urban areas Muslim majority are traditional artisans, industrial workers, petty traders, rickshaw puller etc. Greater number of Muslims live

below poverty line Educational status of Muslims is highly depressing and disheartening. Female literacy among Muslims is extremely low. It is estimated that the literacy of Muslims in India is only about 34% (Male 48%, female 19%); with regard to the pattern of their social interaction, there are extreme social divergence among them. They are tradition bound and conservative, furthermore they are reserved, non inventive, undemonstrative and fatalist. On account of minority status Muslims suffer from psychosis and insecurity, they have become mentally as well as culturally weak which has resulted in the lack of development and progress of the Muslims in India.

Sharma (1987)²⁸, pointed out various factors which discourage Muslims to take the education according to Sharma, some factors such as long distance between home and school, poor study facilities at home, non availability of institutions in their mother tongue etc are the discouraging educational factors identified by the author. Socio-cultural taboos also effect Muslim enrolment in educational institutions. According to Sharma, the most important factor for the educational and economic backwardness was the absence of a middle class leadership, which function as a link between the upper and the lower strata of a community. He suggests that the inclusion of religious teaching in the curriculum would pave way for active participation in educational activities by the Muslim community.

Ghosh (1984)²⁹, points out that the educational gap between Hindus and Muslims have been wide and continues to reflected in the result of competitive examination. He has quoted Basheer Ahmad Sayeed, a former Judge of the Madras High Court, who says that only 10% of Muslim men and less than 0.5% women were literate in 1971. This

would mean that less than 6% of the Muslim population was literate although the figure at the time was 30% for the entire population.

Ghosh argued that very few Muslim student continue their education beyond school, and that most of those who do so become unfit for competitive examination because of the kind of education they receive in Madarsas and schools conducted by Muslims for only Muslims. So the Muslims share in high government appointment is so small.

Saxena N.C. (1989)³⁰, reports about the enrolment of Muslim students in various classes in Moradabad district for the year from 1972 to 1980, that percentage of Muslims in Moradabad town is 58% where as in the entire district it was 38%. The ratio of Muslim students in 1977-78 for the classes I, II, VIII, X, XII, B.A. and M.A. was 22%, 16%, 13%, 16%, 14%, N.A., N.A., During 1979-80 it was 21%, 22%, 19%, 16%, 10%, 12%, 10%, respectively. The reason identified for poor enrolment of Muslim students in Moradabad town was the location of educational institutions which are located in Hindu dominated areas.

He further states that the result of class X Delhi Board examination 1978 exhibit that the pass percentage and the percentage of first divisioners for the whole group was 67% and 11% whereas for the Muslims it was only 46.7% and 6.4% respectively. According to his information out of the total Ph. Ds. awarded by all the universities during the last 30 years Muslims share was 1.3% in 1951-60, 2.72% in 1961-70 and 3.5% during 1971-80. A survey of 660 schools of Delhi affiliated Central Board of secondary Education discloses that out of 54, 754 students who appeared in 1979 examination only 945 (1.72%) were the Muslims. The overall pass percentage of the Muslims was better in

Hindi medium schools but the number of first divisioners was higher as compared to Urdu medium schools. It appears that spirit of competition is lacking in Urdu medium schools or standard of teaching is also not up to the mark. He further states that in 1980, 25, 307 appeared from various colleges of Delhi university to get a bachelor's degree out of which 1.47% were Muslims. In B. Com, B.Sc. & Engineering, their percentage in Delhi University was 1.35%, 1.30% and 1.04% respectively.

Saxena hold that Muslims are ten times more educationally backward than other communities in the country. Educational backwardness is the root cause of their economic backwardness. Muslim scholar consider the influence of western culture and modern education as a threat to Islam. Some orthodox Muslims even refuse to send their daughters to English medium schools as they feel that Muslims educated in English medium schools lose their identify. He further states that some Muslims, who have done well in trade and commerce, do not regard education as worth while instrument. Their concentration in skilled job has made them indifferent to modern education, as it does not bring them any immediate economic benefit.

Saxena has held Muslim leadership responsible for the educational and economic backwardness of the community. Muslim leaders are obsessed with non-issues like the status of Aligarh Muslim University, Muslim personal law and Urdu. They have paid little attention to setting up of educational and technical institutions for eradicating illiteracy. Referring to discrimination against Muslims he says incidents of discrimination are not common. Muslims lack sufficient educational qualification and enterprise. However he reports Muslim individuals imagine that they would be rejected in the employment market on the ground of religion and, therefore, do not concentrate on

developing talent. The Muslim educationist have denied allegations of discrimination against the community in the employment and quotes Mr. Sherwani as having said that Muslim and Hindu secular leaders have been telling Muslim that they are not getting jobs because of discrimination we Indian are the most discriminating people of the earth. The Aggarwal Bania discriminates against Gupta Bania & Sajupari Brahmins against a Kanya Kubj Brahmins and so on but the position is that Muslims are not even giving anyone a chance to discriminate against them in services.

Siddiqui (1989)³¹, in his study of Calcutta city found that Muslim constitute around 15% of the total population and most of them are rickshaw pullers, bidi rollers, embroidery workers etc. Muslims account only 2.2% of the total number of enrolment in schools and less than 0.50% in colleges and other institutions of higher education. The percentage of dropout from class V to X is calculated from the primary level. The extremely insignificant educational endeavour of the community is evident from the fact that out of 411 high schools in the city, only a little over a dozen have been established by Muslims. The schools established or catering to the needs of the Muslims with rare exceptions are qualitatively far below the standard.

He reported that over 75% of the Muslim students in schools come from households with very low levels of income and they were not fortunate in respect of their father's educational level, 61.58% of whom were either illiterate or had a negligible background of education.

Kareem (1988)³², analysed the educational performance of Muslim community in Kerala in comparison with that of Christian and Ezhava communities and found that Christian are at the highest place. In contrast the Muslim community lagged much behind

and still remains educationally backward. He found that there is a very high rate of dropouts among Muslim students as compared to others. Furthermore, his analysis regarding the performance of Muslim students in the S.S.L.C. examination reveal that total number of students who passed examination with first class was 17, 538 out of which 1336 were Muslim students and 5341 were Christian students. The most interesting feature is that in most of the Muslim dominated Malabar region the performance of Muslim students was poor.

According to Imtiaz Ahmad (1987)³³, the data on Muslim representation in educational sphere are not in consolidated form. Much of what we know and can say on the subject is based on fragmentarily collected evidence which is both disparate and sketchy. They represent only certain broad tendencies. But it is clear from all the available studies that Muslims are educationally deprived and under-represented and are not responding adequately to contemporary educational development and expansion. For instance, apart from elementary and secondary levels where their situation is slightly better, the percentage of Muslim representation at High School and Intermediate level is roughly one-third to one-fourth of what it ought to be in terms of their share in the total population. Furthermore, the drop out rate among Muslim students is significantly higher than non-Muslims taken as a whole. Finally the Muslim students do not score as well as others in the examination.

Shah (1983)³⁴, conducted a detailed survey in 1982-83 of 430 Muslim managed schools in 15 states and one union territory on behalf of Hamdard Education foundation and found that there were 13.2% private unaided schools in the surveyed states which did not receive financial assistance from any government. The condition of almost all the

surveyed schools, according to the report, was not satisfactory. Most of these schools suffered from paucity of finance, lack of facilities for education, high rate of drop outs and, above all, in effective management's resulting in lack of enthusiasm in teachers, inadequate teaching and frequent teachers absenteeism from schools.

Jayaram (1990)³⁵, holds the view that Muslims are at least three to four times behind than other communities. The enrolment of Muslim students is very poor even in those areas where they are in majority. The dropout rate is significantly higher among Muslim students. Muslim are reported to have one of the lowest literacy rates in India. The most conservative guestimates put it at around 10% and the most liberal at around 23%, within the community, the male female literacy ratio is said to be a staggering 20:1.

According to Anis Ansari (1992)³⁶, the different causes of educational backwardness of Muslim community are as follows:-

- (i) Religious orthodoxy and cultural ethos of Muslims
- (ii) Muslims perception of discrimination in job.
- (iii) Feeling of irrelevance of modern education to their present occupational roles.
- (iv) Sense of insecurity due to communal riots.
- (v) Lack of competitive spirit in Urdu medium schools.
- (vi) Little stress of Muslim leaders to reduce the educational backwardness of the community.
- (vii) Migration of educated middle class to Pakistan.

He further states that the main reason for relatively low-income level of Muslim household was their heavy concentration in less remunerative occupations. A very low percentage of Muslim households is engaged in professional administrative and clerical

jobs and a high percentage is dependent on household-based cottage industries. Muslims are very poorly represented in the top 10% of the population. Thus the under representation of Muslims in educational sphere can be explained to a large measure by the small size of social stratum among them.

Sherwani (1992)³⁷, holds that Muslims in Uttar Pradesh are about two or three times behind others at the primary level. At the middle level they are three to four times behind others. At the high school level they are four to five times behind others. Finally at the higher secondary level, the extent to Muslim backwardness is five to six times as compared to rest. Thus, naturally at the graduation level Muslims would be around six to seven times behind others.

He has also reported variations from state to state. For instance at the class X level, in Uttar Pradesh Muslim seems to be about five times behind others while in Bihar and Madhya Pradesh Muslims seems to be only about three times behind others. In Haryana and west Bengal Muslims seem to be about seven times behind others.

Sharif Abu Saleh has quoted data for (1987-88)³⁸, that present information about the levels of education achieved by males and females according to religious categories. It was found that in rural areas Christians are more educated as compared to others. Similarly among all religious categories males are comparatively more educated. While illiteracy among Muslim men is 58%, it is 51% among the Hindus and only 34% among the Christians. For females, respective percentages of illiteracy is 76%, 75%, and 43%. Christians retain their lead even in higher education categories, for example, 9% of Christian males and 8% of females are secondary educated, where as the figures for the Hindus and the Muslims males and females are 5.7% and 1.7% and 3.4% and 0.8%

It is also evident from the quoted studies that the performance of Muslim managed educational institution is not satisfactory .The performance level of private aided schools managed by non-Muslims differs from the performance of schools managed by Muslims.

Thus, the attempts should be made to improve the environment of Muslim managed educational institutions. The emphasis should be placed on to open more and more job oriented courses in Muslim institution and every effort should be made to improve the teaching learning process. Managerial and work environment should be improved in these institutions in order to see them perform better.

respectively. Further while negligible proportion of Muslim females and 0.6% of Muslim males are found in graduate and above categories, these proportion are 0.2% for Hindus, and 1.5% and 1.8% for Christian.

The male illiteracy in urban areas are only 19%, 25% and 42% for Christians, Hindus and Muslims respectively and female illiterates are 23%, 42% and 59% respectively. Literacy rates at the secondary education level in the same order are as follows 20%, 17% and 8% for males and for females 21%, 11%, and 4%. Higher educated proportions are relatively better among Christians and Hindu males, 8% each but only 2.3% Muslim males are reported to be graduate and above. The achievement among female, 5.5% among Christians, 4.2% among Hindus and only 0.8% among Muslims. Thus in terms of all the socio-economic parameters discussed above Muslims are relatively worse off than the Hindus and Christians in both rural and urban areas of the country.

Arif Hassan (1993)³⁹, states that on the basis of macro and micro level of studies it can be revealed that the Muslim community suffers from a number of disadvantages and special measures are required to bring them with the rest of the population. He reports that among the 42 districts of Bihar, the districts, which have high concentration of Muslim population also, have poor literacy rate and where the percentage of Muslims population is low are relatively better.

A number of reason have been attributed for the educational backwardness of the Muslims in India. Some believe that Muslims community has been the victim of discriminatory implementation of the various development schemes resulting in the deprivation of many benefits to them. Other explanations is that Muslim are themselves

to be blamed for it as they do not avail the benefits of the development programmes and schemes due to their conservation, social and cultural values and their tendency to remain aloof from the mainstream of national progress. Some other scholar hold that the traditional Islamic educational institutions (i.e. Maktabas and Madarsas) which attract a large number of Muslim students at the grass root level. In his opinion one of the most important reason of their backwardness is the weak economic base. This has resulted into vicious circle of poverty, unemployment, illiteracy conservative attitude and lack of interest in education.

Omar Khalidi (1995)⁴⁰, has explained the general causes of educational backwardness of Muslims in India. The first explanation asserts that Muslims are far behind in education because of their adherence to traditional religious values. They place greater emphasis on sending their children to Madarsas/Maktabas, the traditional religious schools, instead of sending them to institution imparting modern education. They prefer Madarsa because their fear is that their children would turn atheist or irreligious if they attend secular or missionary schools.

The second explanation is the policy of deliberate neglect of the community by the state in the form of recurring discrimination against Muslim educational institutions in financial and legal matters or administrative obstruction.

The third explanation concern the problem of biased text books and the cultural environment of the schools perceived to be responsible to inculcate Hindu culture among Muslim pupils which tends to keep them away from schools. Another explanation suggests that a large number of Muslims hailing from the middle class migrated to Pakistan from U.P. Bihar, central India and West Bengal. The remaining Muslims were

rendered leaderless as a result of migration to Pakistan so the majority of the Muslims population of these states is still backward.

Khalidi further hold that all these factors as stated above seems to be responsible for educational backwardness of Muslims but the primary reason for the lack of interest in education among them is the economic condition of the community. The most Indian Muslims consist of working classes, the landless agricultural labourers in rural areas, and artisans and craftsman and other daily wage earners in urban areas. In the absence of time, energy and resources they do not motivate towards education. Even when free education is provided to them, the working classes are still unwilling to take it, as the expenditure of energy and time that the pursuit of education entails may still mean a loss of wages one could earn during the time spend in schools. Long term investment in education is of little attraction to people seeking immediate pay-off . The lack of interest in education is also there among the Muslim artisan class as it feels that formal education leads to nothing more than a clerical career, whereas, according to Muslim artisans, if their children learn their craft, they are likely to earn significantly more than a clerical position promises.

Thus, in regard of the above studies it can be stated that Muslims educational status is not satisfactory and different thinkers have highlighted the various causes of educational backwardness of Muslims in India and they have suggested that this gloomy picture of the Muslim educational backwardness needs a planned strategy to overcome this problem. The plans should be implemented rigorously and honestly to meet these challenges.

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CHAPTER – III

CONCEPTUAL FRAMEWORK

CHAPTER - 3

CONCEPTUAL FRAMEWORK

3.1 MANAGEMENT-CONCEPT AND COMPONENTS:-

Management in some form or the other is essential wherever human efforts are to be undertaken for certain ends. Human activities are undertaken either individually or in groups. Group activities result in the formation of organisations. Every organisation has some objectives-economic social, political, cultural, educational or any other. Organisations are group of individuals joined together for business or any other set of objectives. Business corporations, universities, military set-ups and sports bodies are examples of group activities, which are formally brought into existence for stated objectives. Management is particularly needed for running such activities or organisations so that they can attain their objectives. It is only through management, a group activity can be planned, organised, directed, controlled and unified so that the objectives can be achieved.

Management is an activity, which refers to the functions of planning, organising, co-ordinating directing, supervising, communicating, staffing and controlling. It is commonly held that management is the task of directing human activities to achieve specific objectives. According to Stanley Vance¹, "Management is simply the process of decision making and control over the action of human beings for the express purpose of attaining pre-determined goals". According to Duncan W. Jack², "Management consists of all organisational activities that involve goal formation and accomplishment.

Performance appraisal and the development of an operating Philosophy that ensures the organisation's survival within the social system".

E.F.L Brech³, defines management as a social process, entailing responsibility for the effective and economical planning and regulation of an enterprise in fulfilling of the given purposes or tasks such responsibility involving, (a) Judgement and decision in determining plan and in using data to control performance and progress against plans.

(b) The guidance, integration, motivation and supervision of the personnel composing the enterprise and carrying out its operation".

Akhtar Siddiqui (1995)⁴, states that Management may be defined as the process of identifying objectives and creating the internal environment of an enterprise where individuals working together in groups, can perform efficiently and effectively towards the attainment of group goals. Management carries out the functions of defining institutional objectives, chalking out time bound plans and programmes, organising and arranging activities and resources concerning the enterprise, inducting human resources, directing inducted people's efforts towards the organisational goals, synchronising efforts of individuals and groups involved in the organisation and controlling the activities of the organisation in order to affect its most efficient performance".

(1) Scientific Management: - Scientific Management is management carried to scientifically as opposed to traditional management in which managerial principals are subjectively derived. They depend on the whims, views and prejudices of the manager- in-charge.

Frederic W. Taylor developed some principles of management which later came to be known as 'Principles of scientific management'. In this Philosophy of management

the methods and principles are objectively derived. The management should have the basic responsibility of planning, follow-up and control. Rules, laws and formulae to guide the operation would be framed by experimentation, observation and analysis. The amount of expected work, methods and operation, rules for measurement of workers performance should be involved by the management through experiments. According to Taylor (1911)⁵, scientific management is knowing exactly what you want men to do and seeing that they do it in the best possible and the cheapest way.

Fayol (1949)⁶, having the background of top management executive, developed ideas for higher level management also. Fayol believed that a trained administrative group was essential to improving the operations of organisations. He defined administration in terms of five functions:-

(1) Planning (2) Organising (3) Commanding (4) Co-ordinating and (5) Controlling.

He also identified fourteen Principles of management which included (I) Unity of command (ii) Authority (iii) Initiative and morale.

S.C. Asthana (1983)⁷, states that scientific Management is that form of management which is based on principles and laws formulated scientifically and which aims to achieve the best possible results through the most expedient and economical methods.

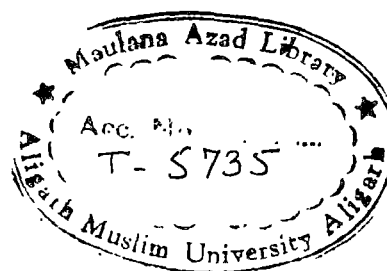
Thus it can be concluded that it is a systematic approach to improve the performance of each component part. It is the arrangement of parts to make a whole system to get the desired result.

ORGANISATION : - Sometimes the word organisation is confused with management and referred to as a synonym of management. But organisation is a process of arranging

the things in a systematic way to achieve some desired objectives. It is a system which is constructed deliberately to seek specific goals. In Sociology the term Social Organisation is used in wider sense and includes any organisation of society. These are bodies persisting overtime, which are specially set up to achieve specific aim. The term organisation is used in two ways: Organisation as a process and organisation as a unit.

Max Weber (1947)⁸, defines organisation as corporate group. Accordingly, corporate groups a “Social relation which is either closed or limits the admission of outsiders by rules,...its order is enforced by the action of specific individuals whose regular function this is”. Here the focus is on the idea or order and legitimate interaction pattern among organisational members as they Pursue goals and engage in activities. He classified the organisations into 4 groups.

1. Organisations having charismatic leadership
2. Organisations with feudal administration
3. Organisations with Bureaucratic system
4. Professional organisations



Etzioni (1964)⁹, defines Social organisations as Social units (or human groupings) deliberately constructed and reconstructed to seek specific goals. Corporation, armies, schools, hospitals, churches and prisons are included; tribes, classes, ethnic groups, and families are excluded”. He stresses three. Characteristics of organisations: -

- (i) Division of labour,
- (ii) The presence of one or more power centres, and
- (iii) Substitution of personnel.

Robbins (1996)¹⁰, defines organisation as “A consciously co-ordinated Social unit, composed of two or more people, that functions on a relatively continuous basis to achieve common goal or set of goals.

Amitai Etzioni (1961)¹¹, has classified the organisation into three types based not on goals but on the way the organisation obtains its members co-operation or compliance with goals and regulations.

- (i) It is the type of organisation where some kind of force is used, for example prisons.
- (ii) The second type includes organisation with which people comply for utilitarian or practical purposes. This is the case with most business and with peacetime army.
- (iii) The third type is one in which members co-operate because they share the norms of the organisation. This can be seen in religious organisation, schools, and most voluntary associations.

The extreme type of formal organisation structure is bureaucracy. Max Weber¹², made a classic study of bureaucracy in the early twentieth century. He identified the following characteristics of bureaucracy.

1. WRITTEN RECORDS AND COMMUNICATION: -

- 1. Division of the staff and the workload into smaller units called offices or bureau. The responsibility of each bureau is carefully described, and the jobs of the officials who work in it are also completely planned out in advance.

2. HIERARCHY OF AUTHORITY: - That is clear cut lines of authority and responsibility. Employees are organised in hierarchy, with each official

responsible to a superior on the next level. This helps to co-ordinate activities into one broad policy or goal seeking effort.

3. **SPECIALISATION OF LABOUR:** - Employment of personnel based on their technical or professional qualifications. In a bureaucracy, it is common for each job to have a specific list of needed qualifications – a certain educational level, so many years of experience, and so on. A man is hired on the basis of how closely his personnel qualifications meet the job requirements.
4. **RULES AND REGULATIONS:** - Rules & Regulation governing the officials are to perform their jobs. A person is expected to assume an exact degree of responsibility, no more and no less. The authority of employees to issue orders and commands is strictly limited by set of rules, which can not be changed to suit individual abilities or inclinations.
5. **UNIVERSITIES STANDARDS:** - The establishment of a bureaucratic career, with specific lives of promotion or advancement, and rewards in the form of tenure and seniority for years of services.

THE ORGANISATION OF EDUCATION: -

The modern education system have all the characteristics of bureaucracy as mentioned by Max Weber. Like all organisations schools have an interlocking system of specialised roles and responsibilities. In their specialised division of labour, the teaching staff is responsible for education of children. The administrative staff-the principal and his assistants are to see that the activities of the teachers are co-ordinated efficiently. The principal is responsible to a superintendent; the superintendent's duty is to co-ordinate the

activities of all the schools at various level. The superintendent is responsible to a Board of Education.

This division of labour is based on the hierarchy of authority and each one discharges his duty according to his authority. Thus schools have hierarchy of authority from the board of education down to the cooks and peons.

The whole system is based on certain rules and regulation and in case of disobeying certain actions are to be taken. The rules are made and implemented strictly for the smooth functioning of the institutions.

Like other bureaucracies schools depend on written records, especially tests, examinations grades, and reports of all kinds.

Finally schools tend to produce a standardised product – an educated human being with a basic knowledge of different subjects. Thus in this way the whole process revolves round the students and the whole organisation is indulge in different activities with different specialisation to achieve a common goal i.e. the quality education students enter the organisation as part of a class. Each class, passes through the organisation in an orderly manner, year by year, from one grade to another. In this way the children are educated in an organisation according to bureaucratic principles.

Popenoe (1974)¹³, holds that “The organisation of a college or university differs in certain significant respects from that of lower level educational system. First there is a more pronounced hierarchical organisation of the teachers, with more money and privileges for those at the top. This introduces an element of competition that is not as prevalent in primary and High School teaching staffs. Another difference is that the faculty has much more autonomy. The administration – President, Treasurer, Deans,

Registrar – sticks mostly to administrative concerns, such as raising and allocation of funds; admitting, processing, and expelling students; and building new dormitories and class rooms.

Unlike schools Principals, a college president makes little effort to act as a direct supervisor of the teaching staff. Decisions about the curriculum, the division of teaching responsibilities and the hiring of new teachers are generally left to the faculty members. Another difference is that the ultimate responsibility for decision about the operation and the policies of the school is often less clear than it is in other institutions.

Now the question is that whether the educational organisations and their management are the same as other kinds of organisations and their management are? In this regard it can be stated that educational management and mainstream management differ from each other in certain aspect. The educational goals may in certain aspect. The educational goals may really differ in kind and degree from those of all other types of organisation. University administration has to deal with emotional, Social, Physical and intellectual developments of human beings. On the one hand the administration has to deal with all problems arising out of the students needs, and behaviour which by themselves are multi-dimensional problems of resources and ability, on the other hand, it has to communicate, co-operate and collaborate with the teacher of varied emotions who are intellectuals of high degree. Educational management specifies objectives to be achieved and procedures for achieving objectives. It is creative in nature. It aims at increasing the efficiency of the system. It identifies weaknesses in the system and undertake remedial measure. Various aspects of the nature of college management may be processes, group activity, result oriented activity, scientific basis, freedom, democracy,

community linkages, management by objectives, optimum utilisation of resources etc. According to knezevich (1984)¹⁴, "Educational Administration is a specialised set of organisational functions whose Primary purposes are to insure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning, decision making and leadership behaviour that keeps the organisation focussed on predetermined objectives, provides for optimum allocation and most prudent care of resources to insure their most productive uses, stimulates and co-ordinates professional and other personnel to produce a coherent social system and desirable organisational climate, and facilitates determination of essential changes to satisfy future and emerging needs of students and society".

Thus, in conclusion it can be stated that the general management and educational management different in some aspects and the same they have some similarities also but for the purpose of our study we have to concentrate more on educational management and its various components. However, the study of management of education is necessary because education being one of the most rapidly expanding labour – intensive activities, need the development of a strong management force to guide it. In the words of Combs (1968)¹⁵, appropriately trained modern managers – who in turn, are well equipped with good information flows, modern tools of analysis, research and evaluation, and are supported by well trained teams of specialists - the transition of education from its semi-handicraft state to a modern condition is not likely to happen. Instead, the educational crisis will grow steadily worse. In seeking to modernise its management system, education can find many useful clues in the practices-including the concept and

methodologies of system analysis and of integrated long-range planning - of other sections of society which have already made great strides in this direction.

3.2 TEACHERS' ROLE AND STUDENTS' PERFORMANCE: -

The main objectives of higher education in India are- training manpower to meet the Socio-economic needs of the country, expand frontiers of knowledge, promote research, inculcate finer values of good human living and culture amongst the recipients' etc. These objectives can be achieved only when the two important pillars i.e. teachers and students will discharge their potential to the maximum. The whole debate of achievement of educational goals and objectives is based on the teachers role in higher education and the students performance. Thus, this chapter deals with the teachers role and students performance in higher education from various aspects.

National Commission on teachers I (1983-85) which dealt with the issue relating to the teachers at the school stage recommended that the role of the teachers should be to promote *national goals*: -

Particularly: - (i) United India

(ii) Process of modernisation

(iii) Productivity

(iv) Humane and caring Society

It is understood, however that the primary task of the teacher is concerned with man making namely the making of the India tomorrow.

National Commission on teachers II which dealt with the issue relating to the teachers at the higher education level recommended the following role of the teachers.

Education as a man-making and society making activity must be the focus of attention, the teachers role should be looked upon as an agent of change, as a procures of knowledge and as an agent of co-operation with community. In the context of explosion of knowledge, teachers will have to remain up to date and will need to learn continuously. The lecture system will no more suffice and a number of devices such as fieldwork, projects, seminars, *simulatory exercises*, problem solving issues, tutorials and other dynamic methods of teaching learning will have to be employed. This is particularly necessary because of the special need to encourage the development of attitudes, character, value and social development concerns.

The teacher occupies an important place in the educational system. Singh & Sharma (1989)¹⁶, states that “It is the teacher who translate the general objectives into concrete tasks. They decide what is to be taught, how it is to be taught and how the taught have to be evaluated; they are an indispensable pivotal link in the process of learning”. The Radha Krishnan Commission (1949) held the teachers as” “the corner stone of the arch of education” and stressed that “the success of educational process depends so much on the character and ability of the teachers that in any plan of University reform, the main concern must be for securing an adequate staff with qualifications necessary for the discharge of its many sided duties.

While discussing the inter-relationship of teachers, administration and students Ghosh (1983)¹⁷, states that teacher could be termed as capital, students as ‘raw material’ and administration as ‘manager’. Manager’, is entrusted with the responsibility of using the ‘Capital’, so as to convert the ‘raw material’ into a finished product for use of society at large’.

He further states that each of the three has its importance independently and jointly for in the event of any one being found weak or when the inflow of capital or the supply of raw material is not smooth or when the first two though are satisfactory, if the 'manager' i.e. the administration, fails to harmonise and organise efficiently so as to achieve the objectives, the project crumbles and the system fails".

He states that teachers have multi-dimensional functions and effect in the University system for firstly it is for their presence that students flock in the University for learning and secondly at all levels of functioning of the university, whether for administrative policy making or for academic exercises of general or special nature, involvement of the teachers is a sine-quo-non

(a) The teacher plays a major role in the classroom management. Classroom management is concerned with a set of teacher's behaviour and activities that are primarily intended to foster student co-operation and involvement in the classroom. He is not only the master of his subject but also the master of classroom situation. He knows well how to handle the class so that the students may learn as much as possible. An effective teacher possesses certain essential information and skills

Hoyle (1969)¹⁸, states that teachers are ideally suited to fulfil two basic set of roles: one set corresponds with the major function of institutions, socialization and evaluation. The second set is concerned with motivation of pupils, maintaining control and generally creating an environment of learning. According to Chidambaran (1971)¹⁹, The teacher's sphere of action comprises those activities that have a bearing on academic excellence. This excellence has two facets – one, transmission of knowledge and the other. creating of new knowledge. The first is realised by formulating with skill the

curricula of special disciplines and devising means of effective communication of the curricular contents to students. The second, the advancement of knowledge, is achieved by the teacher through active participation in research projects, along with his research students. In the first he plays stabilising role, in the second a pioneering one.

"Thus, the whole discussion is based on the teachers role in the higher education and its effect on the academic performance of the students. At a higher studies level the personality of teacher plays a vital role in the teaching learning setting.

According to Feldman and Newcomb (1972)²⁰,. A teacher may influence his students in many ways. As representative of various subject matters and disciplines, teachers expose students-through what they say in class and through readings they assign to a wide variety of knowledge, values, and ways of doing things. To some students the teacher may be an extrinsic source of motivation pressuring the students to engage in intellectual activities and self examinations that he might not otherwise undertake; for other students, he may support or encourage an already intrinsic motivation for learning, self awareness, and personal growth. The teacher can be a critic, a rigorous and impartial judge of mental efforts; he can define standards of aspirations and of achievement. He can encourage a student's serious aspirations and strengthen his confidence in his own talents. He can reveal deficiencies in students knowledge and skills in an area and help him to correct them, or in some cases, dissuade him from continuing in that area. The teacher may be a catalyst to the student's reorienting his value system rather completely, or he may reinforce the students existing values and attitudes; in either case, he may press for congruence between his own values and those of his students, or he may work within

the student's frame of reference and help him develop more fully his own proclivities and potentialities.

“Not only what the teacher specifically does and says (either as part of his formal pedagogic duties or as part of his more informal relationships with students) but what he is or generally represents can be a source of influence; the teacher can be a model for students. This may mean merely that he is a model of adult behaviour or it may mean that he provides an ego-ideals to students, a source of inspiration worthy emulation.... As a model, the students may wish frequent and close personal interaction with the teacher, although it is quite possible that a student may select identification models at a distance and prefer to have them remain so.”²¹

In this way the teachers and students forms a relationship which creates the necessary climate in which the students grow and the teacher finds a meaning for what he is trying to do. To fulfil the educational objectives it is necessary that the teachers and students must have cordial relationship. While the teacher has to exhibit due love and affection for his student, the student, on his part, should show due respect to his teacher. The teacher should work as a friend, Philosopher and guide of the student for the all round development of the personality of his students.

The whole system of university and colleges is organised for the desirable success of the students in the field of education. “Students are expected to prosecute studies of the prescribed courses, be decent as members of the academic society, acquire knowledge and proficiency and then to leave to enter the world of work, to fulfil their obligations as worthy citizens of the country”²²

But the problem is that everything does not go in the desired way and some shortcomings arise on the part of administration, faculty and on the part of the students. Sharma & Mridula (1989)²³, states that higher education raises great hopes both among the receivers of education, that is students and the society-the user of educated people. Students expect well paid jobs after graduation as well as a rise in social status. They also expect *higher education to make them knowledgeable and competent*.

He further states that society's expectations too are manifold. It expects highly educated person to provide leadership in respect of Social, Political and cultural matters. It also expects such persons to spur the economic development by meeting effectively the society's need of educated and capable manpower. Further it hopes that since educational opportunities are open to all sections, both privileged and non-privileged, higher education will help in bridging the gap between these sections. With such hopes a society builds up the system of higher education by investing substantial financial resources.

When these expectations of students and society are not achieved then it creates various problem different forces like historical, sociological and economic play their role in building of the system, in its working and finally in the ultimate outcome of the system. The present situation is that the traditional organisation of teaching is not sufficient to meet the present needs and requirements of the students and society. Due to the expansion of Science and Technology, knowledge and human expectation. The role of education has changed. The net result of this is that a gap has arisen between educational expansion and the needs of society, economy and polity. In absence of technical and vocational educational institutions, the colleges and universities have

produced unskilled graduates and these unskilled graduates' forms the highest percentage of educational unemployment and underemployment.

In this regard Kulkarni (1981)²⁴, states that the most important cause of this decline in educational standards has been the large increase and the rapid growth of the student population since independence accompanied by a corresponding increase in the number of competent teachers and the availability of the necessary Physical facilities.

Thus, the entire debate of decline in educational standards points out different causes responsible for this but for purpose of our study we have to confine our discussion on the teachers role and students performance in higher education. The present crisis is on the part of both the teachers and students. The academic interaction between the students and teacher has become less due to the growing number of students, in discipline among the students, lack of interest on behalf of teachers, less expertise in their respective subjects etc. Seminars and tutorials are treated as routine and only few teachers take a serious interest in the students' urge to acquire knowledge through discussions. Academic standard of the students is also effected by defective system of evaluation and examination. In this regard Suma Chitnis (1974)²⁵, has identified the other important reason. "We have reason to believe that the indifferent reading habits teachers and their poor productivity as scholar is related to the fact that the system does not offer any rewards for academic activity. Again there is no doubt that the quality of teaching is determined to some extent by the enormous expansion that has taken place in recent years. If lectures take on the character of discourses and public lectures, it is primarily because classes are large, the time available for the completion of each course is limited, students are heavily examination oriented, and the ability to accumulate information and

to learn by rote are qualities that are better rewarded than the capacity to probe into a subject with understanding and depth”.

Thus, in present Indian situation both the teachers and students are under scrutiny and their performance is remain a question. The goals of higher education are not achieved in the desired way. Various planning commissions and committees set up time to time to point the causes and remedies to solve this problem. But their recommendations are also not followed due to various problems. Therefore the urgent demand is that States and central government should overcome these problems and make concrete plan to improve the educational standard.

3.3 SOCIAL STRUCTURE AND EDUCATIONAL PERFORMANCE: CONCEPT OF SOCIAL STRUCTURE

In the early writings of sociology the concept of social order, social organisation, social structure and social system were generally used as complementary to one another. Spencer and Pareto have used the concept of Social System. Their writings do not clearly distinguish between social structure and social system. Kingsley Davis, Ogburn and Nimkoff used ‘System’ and ‘Structure as part of social order. It was Talcott Parsons who made important contribution towards giving a definite and specific meaning to the concept of social system.

The concept of social structure began to be used in sociology as a result of the influence of Biology. Social Structure is often compared to human body or a building. As a human body or a building has various parts so also social structure has many elements. Under the study of body structure we study scientifically its various parts such as hands, feet, eyes, ears and so on. These different parts are not the body in themselves. Their

collective sum is the body. In the same manner a building has walls, doors, roof and windows. But a single window, door or wall is not the building. When systematically put together they become a building.²⁶

Social structure has various groups, institutions and organisations as its organs. These can be studied separately also. What they build together is called social structure. Structure is not a static thing but a dynamic reality. It changes according to the changing circumstances. The whole social structure or parts of it are developed in order to achieve definite goals. Various parts of the body perform various functions. In the same manner various parts of social structure also fulfil various social needs and functions. One can not understand society only through its structural analysis and the study of its various parts. How are the various parts of the body interrelated? How do they influence one another? What are their functions? These questions may be answered by making a functional study of the body. In the same manner the questions how the various parts of society are united, how they influence one another and what their functions are, are related to the functional study of society.²⁷

Structural functionalist conceive of society as a system which seeks more or less automatic adjustments, to redress the balance of its equilibrium when it is upset by internal or external forces. Structure means the relatively static relationships of social units while function means the activity of dynamic process of these relationships according to Herbert Spencer²⁸, society is a super organism. Various parts of the body are of various types and mutually related and have definite functions to discharge. Durkhiem studied the role of religion, morality, division of labour, crime and punishment in preserving and changing social structure. He made distinction between cause and effect

analysis and functional analysis. Durkhiem believes that these factors are responsible for preserving and changing social structure and at the same time their contribution is functional also. Through these factors, social structure functions smoothly. Radcliffe Brown²⁹, mainly concentrated on how each factor contributes in the preservation and development of the whole. Radcliff Brown's study neglects the functional result of the effect of specific factors on different parts of social structure. For Brown social structure is a empirical reality which is consisted of the sum total of all the social relationships of all individuals at given moment in time.

According to Malinowsky the individual's needs are the basis of function. Economic, educational, religious and scientific structure and cultural achievement may be understood in the context of individual's biological needs alone.

Levi Strauss³⁰, rejected the notion of social structure as real and non-Psychological. For him social structure is an 'abstract model' which has its roots in human Psychology. He viewed the structure of society as a surface manifestation of fundamental mental process.

Karl Marx³¹, viewed society as a process, characterized by perpetual conflict. He states that all institutions are not of equal importance. Some are more important and some are less. Thus relations of production and means of productions constitute the 'economic structure or' 'mode of production' is the real bases on which is erected 'Super structure'. Any kind of change in infrastructure brings the change in super structure. He states that emerging means of production and the inherent contradiction lead to the change in the economic system. The struggle between 'haves' and 'haves not' lead to the emergence of classless society. Thus the class struggle brings about change in the society.

Talcott Parsons³², defines social structure as stable system of social interaction.

According Talcott Parsons Social Systems has the following structural elements.

1. Kinship System
2. Stratification
3. Territoriality, Power and power structure
4. Religion and unification of values.

All these collectivised elements fulfil their functions in the social system. These four are mutually related. Functionally these belong to the dynamic process of social structure.

Parsons view society as a system. He argues that any social system has four basic functional prerequisites. Adaptation, goal attainment, integration and Pattern maintenance. These can be seen as problem which society must solve if it is to survive. The functions of any part of social system is understood as its contribution to meeting the functional pre-requisites. Solution to the four survival problems must be institutional if society is to continue in existence. In other words, solution must be organised in the form of ordered, stable social institutions which persist through time.

Harry M. Johnson³³, holds that the structure of a social system includes the following

1. Sub groups of various types, interconnected by relational norms.
2. Roles of various types within the larger system and within the sub groups. Each role system is also connected with others, of course through relational norms.
3. Regulative norms governing sub groups and roles.
4. Cultural values.

Johnson states that every social system must solve four functional problems.

1. Pattern maintenance and tension management
2. Adaptation
3. Goal attainment
4. Integration

The social structure of every system does to some extent solve these problems. If it did not, the system would cease to exist as an independent or distinctive entity. When we say that the social structure solves the problems, we mean, of course, that action in conformity with a social norm or value makes some contribution towards meeting the needs of the system. When conformity to any partial structure makes such a contribution, that structure is said to have a function for the system.

R.K. Merton³⁴, has I considered the structure in the context of norm lessness. Among the numerous elements of social structure he holds the cultural goals and institutional norms as important.

The cultural goals includes those goals and purposes which are endorsed by culture and accepted by almost all the members of society. The other aspect of structure concerns the means and norms to achieve these goals. These means and norms should be culturally accepted. The balance of these two elements creates social structure. Merton believes that when this balance is destroyed a situation of normlessness is created in society.

SOCIAL STRUCTURE & ETHNICITY: -

The structural differentiation of society may be considered from various points of view i.e. groups, organisation, institutions, economic opportunities, social prestige and

power. Sociologists while considering the role of ethnicity in social structure have tried to connect it with majority and minority.

For the purpose of our study we have taken into account the different structural functional theories to make a clear understanding about the concept of social structure. And then, relating these theories with Indian Muslim minorities, an attempt is being made to study their social structure & role in the educational performance. Our whole discussion is based on the theme that the social structure of a particular community reflects in their worldly achievements. An important contribution in this regard is made by Max Weber in his famous work 'The Protestant Ethic and the Spirit of Capitalism'.

Weber studied the major world religions like ancient Judaism, Christianity, Hinduism and Buddhism, Confucianism and Islam with the intention of analysing the divergent modes of the rationalisation of culture, and the significance of such divergences for socio-economic development. Weber's major concern was to discover to what extent religious forces have taken part in the formation and expansion of the spirit of capitalism over the world. On the basis of comparative study of said religions he concluded that these religions lay the essence of modern capitalism.

Raymond Aron³⁵, states "the essence of capitalism as conceived by Weber is embodied in the enterprise whose aim is to make the maximum profit and whose means is the rational organisation of work and production. It is conjunction of desire for profit and rational discipline which constitutes the historically unique feature of western capitalism. In all known societies there have been merchants eager for money, but what is rare and probably unique is that this desire for maximum profit should tend to satisfy itself, not by conquest, speculation, or adventure but by discipline and science".

Weber³⁶, in seeking to specify the distinctive features of modern capitalism in the Protestant Ethic, first of all separated capitalistic enterprise from the pursuit of gain as such. The desire for wealth has existed in most times and place, and has in itself nothing to do with capitalistic action, which involves a regular orientation to the achievement of profit through (nominally peaceful) economic exchange. 'Capitalism', thus defined, in the shape of mercantile operations, for instance, has existed in various forms of society in Babylon and ancient Egypt, China, India and Mediaeval Europe. But only in the west, and in relatively recent times, has capitalistic activity become associated with the rational organisation of formally free labour. Rational organisation means its routinised, calculated administration within continuously functioning enterprises. Weber states that modern capitalism is the highest form of economic rationalism which presupposes the rational accounting, free market, rational law, commercialisation of economy, the detachment of productive enterprise from the household etc.

Though it is rational, yet one of its important factors of origin is the irrational psychological attitudes of devotion and commitment to work, earning of wealth through legitimate means and avoidance of the use of this income for personal enjoyment. These attitudes were more emphasised by Protestants countries especially in those countries where Calvinism was strong. Weber argued that Calvinism preached such values which facilitated the growth of rational economic ethics and thus paved the way for the development of modern capitalism.

Weber³⁷ Summarised the Calvinist conception in five points.

1. There exists an absolute, transcendent God who created the world and rules it, but who is incomprehensible, inaccessible to the finite minds of men.

2. This all-powerful and mysterious God has predestined each of us to salvation or damnation, so that we cannot by our works alter a divine decree, which was made, before we were born.
3. God created the world “for his own glory.
4. Whether he is to be saved or damned, man is obliged to work for the glory of God and to create kingdom of God on earth.
5. Earthly things, human nature, and flesh belong to the order of sin and death, and salvation can come to man only through divine grace.

According to Weber, all these elements exist separately in other religious conceptions, but their combination in Calvinism is original and unique and entails important consequences.

There is great controversy and hot debate on Weber’s views on Protestant ethies and spirit of capitalism. He has been criticised on many points but his theory has great influence in Sociology. If we apply this theory on the educational achievements of Muslims then we find that there is nothing in Islamic religion which stops Muslims take secular education but it is the Ethic which is lagging among the Muslims.

SOCIAL STRUCTURE OF MUSLIMS: -

Islam is an Arabic word which denotes submission, surrender and obedience. It also means ‘Peace’. As a religion, Islam stands for complete submission and obedience to God. Those follow Islam are called Muslims They believe that one can achieve real peace of body, mind and soul only through submission and obedience to God.³⁸, Islam is a religion which is consistently revealed by God to mankind from the very beginning.

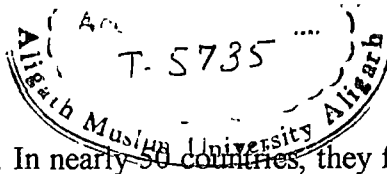
Adam Noah, Moses, Christ and many other Prophets who appeared at different times and places, all Propagated the same faith. They were not founders of faiths to be named after them. Indeed each reiterated the faith of his predecessor.³⁹. The Muslims have to follow and believe in all Prophets. The holy book Quran directed them to say :-

“We believe in Allah and in what has been revealed to us. And what was revealed to Abraham, Ismail, Issac, Jacob and the tribes, and in (the books) given to Moses, Jesus, and the Prophets, from their lord we make no distinction between one and another among them, and Allah do we bow our will (in Islam)⁴⁰

From time to time many Prophets came in all parts and among all nations of the world to show the right path to the people. In this series the last messenger was Prophet Mohammad (s). Since that it is believed that after Muhammad no Prophet would come, the Quran and the sunnah would be source of guidance for all times. The Quran is “Precise and well defined document of God’s words as convey to Prophet Muhammad (s). Whereas the Sunnah is the totality of the “traditions” which record what the Prophet is supposed to have said or done. Thus Islamic social structure is constructed on the basis of instructions contained in the Quran and the Sunnah.

Islam has been a great synthesising force. It binds Muslim of different parts of the world and of different socio-linguistic groups together in a cohesive community and thus makes them distinct from non-Muslim communities. It also provides them a system of beliefs, which at the level of faith, no doubt, is universal, immutable and commonly shared by all Muslims all over the world.⁴¹,

But apart from that Muslims are heterogeneous and plural Society. They speak different languages and belong to different races. Among them are tribals, rural and city



dwellers. They are of various classes. In nearly 50 countries, they form majority while in another 20 countries they are significant minority. Though their concentration is in Africa and Asia, yet we find them in every continent of the world. Thus, It would be difficult and even impossible to accept structural and cultural unity or uniformity in such a vast and plural society. Indeed, Muslims differ from region to region and within region from group to group in terms of social organisation and cultural practices. Thus, Arab Muslims are distinct from non-Arab in terms of family, marriage, kinship and other social organisations. Among Arabs, tribals are dissimilar from non tribals. Muslim are not uniform in religious practices. Not merely differences but conflicts on many religious issues do exist among them. They are divided in Shias and Sunnis and with in each of them, varieties of sub-sects are there. Each sect and sub sect is peculiar in its religious perception and social practices.⁴²

SOCIAL STRUCTURE OF INDIAN MUSLIMS: -

Muslims form a distinct socio-cultural and religions group. They constitute about 12% of India' total population. They are the largest minority groups in India and scattered in all parts of India. Although they are united by a common faith, they are divided into several ethno-linguistic groups. According to Anthropological survey of India, there are over 350 regional or ethno linguistic group of Muslims in various parts of India.⁴³

These groups have their different culture, and social organisation. Their custom and tradition are more alike to non Muslim of their region than Muslim of other regions.

Indian Muslims are divided into different sects. Among them are Sunnis, who are in majority, are divided on the basis of their school of Islamic Jurisprudence. If we go deeper we find Hanafis are divided into Deobandis and Barelvis⁴⁴.

Rural Muslims who form about 65% of population are small peasants and land less labourers. In urban areas their majority of them are labourers, artisans, petty businessman etc. In short they are plural and heterogeneous community, who “display an enormous variety in their social organisation, religious beliefs and attitudes and values⁴⁵”.

ISLAMIC CONCEPT OF EDUCATION AND INDIAN MUSLIMS: -

As far as Islam is concerned it places a greater emphasis on education. From Islamic point of view education is inseparable from the society as a whole. The foundation of Muslim education stands on two Pillars, the Holy Quran and the Sunnah. The Holy Quran attaches paramount importance to the values of acquiring knowledge and wisdom. In numerous verses the Holy book enjoins its believers to make search for knowledge as their sacred duty. The first revelation that came to the Prophet of Islam was about the reading and writing.

Though, Prophet Mohammad (s) was illiterate but he had a great love for learning. One of his often quoted saying on knowledge is that, acquire knowledge if you have to go to China. The other equally well known saying of the Prophet is that the Scholar's ink is more holier than the blood of martyr. The Prophet emphasised not only on the acquisition of learning but also on its transmission to others.⁴⁶.

To quote again Prophet Mohammad “Acquire knowledge because he who acquires it in the way of lord, performs an act of Piety, who dispenses instruction in it, bestows alms, and who imports to filling objects, performs an act of devotion to God.

Knowledge enables its possessor to distinguish what is forbidden and what is not; it lights the way to heaven. It is our friend in the desert, our society in solitude, our companion when bereft of friends it guides us to happiness, it sustains us in misery. It is an ornament in the company of friends. It serves as an armour against our enemies with knowledge the servant of God rises to the height of goodness and to the noble position associated with Sovereigns in this world and attains the perfection of happiness in the next⁴⁷.

In Islam education is obligatory on all Muslims, men and women right from the cradle to the grave. As such it is concerned not merely with opening schools and various institutions or with providing facilities at primary or secondary stage but it visualises on education for all, including adults, regardless of age, at all stages of life. Its aim is the development of a healthy personality assuring security through knowledge. In Islam education is a progressive phenomenon and its requirement vary from place to place from age to age and from time to time⁴⁸.

In Islam Al Ilm is not only means to an end but the end in itself too. Al Ilm is one of the primary attributes of God, which a Muslim required to achieve to the best of his ability in order to come closer to his creator. At the same time Islam gives little importance to any knowledge that does not aim at the enlightenment of the self and serving humanity.

Thus innumerable verses from the holy Quran and many saying of the Prophet can be quoted which explicitly urge their readers to delve deeper into the mysteries of the earth and the heaven. How then is it possible that with such exhortations enshrined in their most sacred literature, Muslims for whom Islam was and is a living thing, should not have engaged in the observation of nature? It almost goes without saying that making

a study of nature is to discover, discover the creator in his creation. History testifies to the fact that in the early Muslim periods great advances were made in various branches of Science. In a period when Europe had not moulded even one step forward in sciences, Muslims had achieved phenomenal progress in these fields. So there is no doubting the fact that the scientific revolution is a by product of the Islamic revolution⁴⁹.

Thus in the light of this broad concept of Islamic education and the closer evaluation of Islamic history where great advances were made in various branches of sciences, a question does arise here. How is it that Muslims of today, who are followers of the same Islam which taught science to the whole world in its initial stages are at present lagging far behind others in education specially the Indian Muslims?

To answer these questions we have to go back into the past History of Muslims. In the Mughal period, the whole of Muslim education was confined to Maktabas and Madarsas where Arabic, Persian and religious education was imparted only to a selected group of people. The same system was continued under the British rule also.

After the revolt of 1857 Muslims lost their power and prestige. Their Jagirs and other facilities which they enjoyed before the revolt were taken away. Thus the Muslims were pushed behind Politically as well as economically. The higher classes of Muslims began to sink into poverty and sub-merged into the lower social strata because western English education had become the criteria for recruitment in government jobs.

On the other hand Muslims were confined to their traditional educational set up through Maktabas and Madarsa and rejected the western English education. This aversion toward English education is considered largely due to the rigidity and orthodoxy of their religious beliefs and a feeling that English education which the Britishers had brought

will certainly imperil their religion. Muslim fundamentalists and theologists were not in favour of accepting English education and thought that the English education is contrary to their belief, religion and culture.

Bipin Chandra⁵⁰, Comments that an important role in turning the people against the British rule was played by their fear that it endangered their religion. This fear was largely due to the activities of the Christian Missionaries who were to be seen in the schools, in the hospitals, in the prison or the market places. These missionaries tried to convert people and made violent and vulgar public attacks on both Hinduism and Islam.

Even under these circumstance, while Hindus were benefited from whatsoever facilities of western education were available to them why Muslims could not enjoy these facilities. This shows that other factors were also responsible for the educational backwardness of the Muslims.

The causes which kept the Mohammadans aloof from English education may be traced to four sources-their political traditions, social customs, religious belief and poverty⁵¹. Majority of the Muslims who had access only to the Maktabas and Madarsas were not in a position to send their children to towns due to their low economic position and poverty. On the other hand Ulemas who were regarded to be the elites among Muslims considered the British Government for such economic and political crisis among Indian Muslims. As a result they discarded everything good or bad which was associated with the Britishers like their culture, option of modern education and most important was the common civil code etc.

However, with the passage of time the need western education for Muslims was felt. Sir Syed Ahmad Khan, one of the great social reformer, thinker and educationalist

regenerated the courage of the Muslims by preparing them to adopt modern education. He said that Muslims must change their outlook, be in keeping with the changed times, and above everything else they must give up their negative attitude, and take assiduously to the pursuit of modern education. He saw clearly that so long as they did not do this they would be left behind in the race for material prosperity by the Hindus⁵².

Keeping in mind the need of English education Sir Syed Ahmad Khan started Mohammadan Anglo Oriental College at Aligarh in 1875. The aim of this College was to educate Muslim youths in science through the medium of English, but in an Islamic environment. It was regarded as the first modern institution in Islam.

But this move was strongly opposed by conservative Muslims. Sir Syed Ahmad Khan's faith in Islam was doubted and the religious elite declared him Kafir. Thus the Muslim Community did not follow the modern education wholeheartedly and it remained confined only to upper Social Strata. Only a small class of Muslims was benefited from the modern education and the medium and lower classes confined themselves with their traditional education. Thus, they lagged behind in modern scientific technical and professional education. Their representation in government services declined. However it is true that the Muslims' response to western education was not uniform throughout the country. As compared to Bengal, the situation was far better in Uttar Pradesh and Punjab.

But after independence a good number of educated middle class Muslims from North India migrated to Pakistan. The majority of the Muslims who opt to stay in India were consist of landless labourers, cultivators, handicraft worker slum dwellers and the

like. They were having neither any political organisation or well known leaders. The communal violence which took place just after partition made them more suspicious.

Thus with an initial halt Muslims started responding very slowly in the building of the nation. However the Indian constitution guarantees the equality of opportunity to all the citizens. It also gives full guarantee of educational development of Muslims. All the minorities have given right to establish and administer educational institutions of their choice and the state also guarantees to grant the aid to educational institution. It has been prohibited to deny the admission in any educational institution on the grounds only of religious caste or language.

Thus, in view of the above provisions many educational institutions were set up by different communities to meet the educational needs. The Muslims also established their schools and Colleges. The attempt was made by the enlightened Muslims to overcome the educational backwardness but the response of the Muslim class always remained lukewarm. They did not respond in the same way as other communities responded. Due to this the Muslims further lagged behind in education and the educational institutions set up by Muslims also remained backward in comparison to other institutions. Whatever the steps taken to improve the conditions of these institutions did not affect much and the situation remained deteriorated.

Now the question arises that under the same circumstances the other communities took benefit from whatever the facilities were available but the Muslim remained backward and did not utilize the resources properly. Many thinkers have expressed their opinion regarding the educational backwardness of the Muslims but all the explanation touches a specific aspect of reality, none of them by itself grasp the core of the problem.

The roots of the problem lie in the Social structure of the community. It is their social structure which has adhered them to take education. Institution like family, religion, education, economy, groups and organisation are part of social structure. They are related to one another and influence each other. Disturbance in one part or system disturb the functioning of the whole institution. Thus the educational backwardness is not outcome of only one factor but of several factors. Historically Muslims did not show positive response towards English education due to their religious orthodoxy and cultural ethos and thus remained educationally backward. Educational backwardness further led to economic backwardness and again economic and educational backwardness further made them conservative. They thought that English education will imperil their religion so they kept themselves aloof from modern Education. After Partition majority of the Muslims migrated to Pakistan and those who left behind were illiterate and were not were not economically well off. Only few took initiative to send their children for education but due to their poor economic background they were not in position to send them in good school. Majority of them were first generation learner and they did not have much importance for education. There was no one to guide them. Thus due to poor educational background they did not get good jobs and they remain economically backward. It developed the negative thinking among the Muslim community toward education. So this thinking further deteriorated the Muslims condition.

The present situation is that they are economically backward. They live in abject poverty. Their economic status is very low. Their first priority is to earn their livelihood. Most of their time is spend in economic activities. Thus their first priority is do get economic support not the education.

They do not find education as an economic support. Their feeling is that they would not be able to get a good job even after getting education because of discrimination in jobs and lack of opportunities. This feeling has developed among them due to the lack of presence of Muslim in government and semi-government jobs. However it may be the outcome of one or the other factors. Thus instead of waisting their time and money in education they prefer to do their own business but being educationally backward they are unable to be better in their business. Muslims being in minority, live in constant fear due to the frequent occurrence of communal violence and it has made them more suspicious and conservative about the majority community. That is why they do not intermix with them and reject their each and every decision Majority community (Hindus) think that it is due to the religious orthodoxy and cultural ethos of Muslims which has kept them aloof from inter mixing and responding in the educational field. The fact is that the feeling of discrimination in jobs etc and occurrence of communal violence are responsible for it. Due to these reasons they prefer to send their children in religious institutions i.e. Makatabs and Madarsa or minority managed schools & Colleges where the level of education is sub standard and not up to the mark. The student just pass from these institutions and take the degree. They are unable to qualify the competitions due to the poor schooling but they blame that it is due to the discrimination against them.

Thus, when they are unable to get a good job they remain economically backward and this lead to the negative thinking that education is not useful for life so the other do not attract towards education and it again leads to educational backwardness. The educational backwardness and economic backwardness has led to the social backwardness. Social backwardness has further led to religious orthodoxy, conservatism,

immorality, family tension, drug addiction, violence, and divorce. All these social problems has caused the overall backwardness. Due to this overall backwardness their political grip has loosened. They have become leaderless and there is no one to raise their demands. Their grievances has remained unsolved.

Thus on the basis of this discussion we come to a conclusion that it is the social structure which is responsible to the educational backwardness of Muslims. So the urgent need is to bring change in the social structure of the community and to change the outlook of the Muslims towards the education. If they want to improve to present deteriorating condition in the field of education then they have to come out from their traditional social structure and have to go for modern education. The Community itself have to take the initiative steps in this regard and make the maximum utilisation of the governmental policies. If such steps are not taken the problem will remain the same and no plan and policy will be successful without the positive response of the Muslim community.

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CHAPTER -IV
METHODOLOGY

CHAPTER - 4

METHODOLOGY

4.1 OBJECTIVES OF THE STUDY: -

The present study is planned to assess the performance of Muslim managed higher educational institutions in Uttar Pradesh with special reference to teachers role and students performance.

The main objectives of the study are as follows: -

- (i) To generate data on the state of education of Muslim minority.
- (ii) To find out the causes of poor performance of Muslim students in academics.
- (iii) To assess the educational performance of the Muslim students at higher level.
- (iv) To find out the role of management and teaching staff in the academic performance of the Muslim students.
- (v) To analyse the functioning of the Muslim managed higher educational institutions.
- (vi) To analyse the Muslim social structure and its impact on the educational performance of the students.
- (vii) To analyse the main hurdle in the smooth and effective functioning of the Muslim managed degree Colleges.
- (viii) To study the nature of existing traditions in the Muslim managed degree Colleges.
- (ix) To find out the difference in the educational performance of Muslim and non-Muslim student in the Muslim managed degree Colleges.
- (x) To investigate the socio-economic background of Muslim students and its effect on the educational achievement.
- (xi) To find out the effect of government policies on the Muslims managed higher educational institutions.

- (xii) To suggest the remedial measures for the upliftment of the Muslim minority in the field of education.

4.2 WORKING HYPOTHESES AND RESEARCH DESIGN: -

A hypothesis is a provisional formulation; a tentative solution of the problem facing the scientist. According to werkmeister¹, The guesses which a scientist makes are the hypotheses which either solve the problem or guide him in further investigation.

Webster's New International Dictionary of English language 1956, defines the word hypothesis as "a proposition, condition or principal which is assumed, perhaps without belief, in order to draw its logical consequences and by this method to test its accord with facts which are known or may be determined.

Goode and Hatt², state that A hypothesis looks forward. It is a proposition which can be put to a test to determine its validity. It may seem contrary to, or in accord with, common sense. It may prove to be correct or incorrect. In any event, however it leads to an empirical test. Whatever the outcome, the hypothesis is a question put in such a way that an answer of some kind can be forthcoming. It is an example of the organised skepticism of science, the refusal to accept any statement without empirical verifications.

Wilkinson and Bhanrkar³, state that once the problem to be tackled in the course of research is finally instituted, the researcher advisedly proceeds to formulate tentative solutions or answers to it. These proposed solutions or explanation constitute the hypotheses that the researcher would need to test on the basis of facts already known or which can be made known. If such hypotheses are not formulated even implicitly, the researcher can not efficiently go ahead with the investigation of his problem because the researcher in the absence of direction which hypotheses typically provide, would not know what facts to look for and what relation or order to search for among them.

Bhandarkar⁴ further points out that the scientist starts by assuming that the solution is true without believing in its truthfulness. On the basis of this assumption the scientist anticipates that certain logical consequences will be observed on the plane of observable events or objects. Whether these anticipations or expectations really materialise is the test of hypothesis its proof or disproof. If the hypothesis is proved, the problem of which it was a tentative solution is answered. If it is not proved, alternative hypotheses or solution would need to be formulated and tested. A hypothesis thus stands somewhere at the midpoint of research from here one can look back to the problem and also look forward to data.

Thus, the hypothesis is very useful for the researcher without it, research is unfocussed, a random empirical wandering. The results cannot even be stated as facts with a clear meaning. The hypothesis is the necessary link between theory and the investigation which leads to the discovery of additions to knowledge. It helps the researcher to understand that what kind of data must be collected in order to answer the research question. It also helps to know about the way in which they should be organised most efficiently. It helps to see and select only those facts which are relevant to the problem or difficulty he proposes to solve.

Thus, it is obvious that formulation of hypothesis is an important step in the process of scientific investigation. In present study certain tentative and hypothetical questions are raised related to the problem under study. These issues are raised in view of the scope of a research problem. Any institution of higher learning has basically two significant components- the teachers and the students. But in case of private managed academic institutions a body of management also becomes an important component that

influences the functioning of the institution. These components are mutually interrelated and the nature of the relationship reflect the characteristic of the society they come from. With a view of investigating the nature of the relationship and its effect on the performance of the organisation following set of hypothesis have been formulated to test their validity by empirical facts in the process of research

- (i) Socio-economic structure of the community gets reflected in the educational performance of the members of that community
- (ii) The overall condition of the Muslim managed higher educational institutions is not satisfactory.
- (iii) The overall educational performance of the Muslim students is not high.
- (iv) The educational atmosphere in Muslim managed degree colleges is not congenial.
- (v) The classroom teaching do not attract the students and they are least interested in attending the classes as they do not find the classes more beneficial.
- (vi) There is a significant difference in the educational atmosphere of the Muslim and non-Muslim managed colleges.
- (vii) The teacher perceive that the climate of their college is not congenial and open for work.
- (viii) Teaching community of the institution works in low moral atmosphere
- (ix) Teacher-taught relationship are not conducive and encouraging.
- (x) The education is not competition oriented and the students do not find themselves fit for the competitive exams.
- (xi) There is lack of facilities like games and sports, library, hostel extra curricular facilities etc.
- (xii) Mostly the students come from educationally and economically poor family background.
- (xiii) Performance of students is correlated with (a) Climate of the college (b) Teachers interest in education (c) Effective administration by the management.

- (xiv) Teachers related factors like satisfaction with job and placement, teaching experience, recruitment, qualification, academic interest, participation in seminars and conferences, congenial relationship with management etc are significantly correlated with teaching performance.
- (xv) Interference of the management affects the general functioning of the college.
- (xvi) The politics between teachers and management and among teachers affect the functioning of the college.
- (xvii) College committee is not much interested in the improvement of the educational standard of the college and busy in exploiting the resources and maintaining their power.

RESEARCH DESIGN: -

Designing is the process of making decisions before the situation arises in which the decisions has to be carried out. It is a process of deliberate anticipation directed toward bringing an expected situation under control. Wilkinson & Bhandarkar⁵ states that research designer understandably cannot hold all his decisions in his head. Even if he could, he would have difficulty in understanding how these are interrelated. Therefore he records his decision by using relevant symbols or concepts. Such a symbolic construction may be called the research design or model. The model makes possible an overall evaluations of the total plan. It is on this basis that the researcher can see the whole study structure and also realise the place and importance of the successive steps that he will be required to take in total scheme. Sellitz, Jahoda, Deutsch & Cook⁶ State, “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Thus, research design meant for setting up the research in such a way as to derive systematic and logically sound conclusion. The main body of the research design is the decision in

respect of the data to be collected, the sample to be selected, the manner in which the collected data are to be organised etc.

The purpose and the nature of the research differ and so research design also differ. The research may be exploratory or experimental. Other research may involve diagnostic or descriptive studies. An exploratory research is mainly concerned with gaining familiarity with a phenomenon, or to achieve new insights into it, often in order to formulate a more precise research problem or to develop hypotheses. Descriptive study is concerned at describing accurately the characteristics of a particular situation or group or individual. Diagnostic study aim at determining the frequency with which something occurs or with which it is associated with something else. The experimental studies are designed with the purpose of testing a hypothesis of a causal relationship between variables⁷.

4.3 TECHNIQUES OF DATA COLLECTION: -

The present study is designed to study the two important aspects of educational institutions i.e. students and Teachers. It takes into account the teachers role and students performance in Muslim managed higher educational institutions. Students and teachers are the major components and all other components like management, principal, and other staff are subsidiary components. If there is no teacher and student then there is no teaching. Therefore, both of these components need to be given special preference in the educational institutions.

Thus, keeping in mind the above stated facts the researcher has taken these two components for the purpose of research. It is a case study of Halim Muslim Post Graduate College Kanpur, U.P. In order to collect data researcher developed an interview schedule

to elicit responses from the students and teachers from the above said college. In order to collect data the three sets of detailed questionnaire were prepared. Questionnaire for students contained 82 questions and questionnaire for teachers contained 92 questions and the questionnaire for management also contains same number of questions. These questionnaires covered all the important parameters related to the study.

As said earlier the technique of interview schedule is adopted to get more scientific and accurate results. A schedule has a reference to performa containing a set of questions. The researcher/interviewer puts to respondents the questions from the performa in the order these are listed and records their replies to them. In certain situations, the schedules may be handed over to the respondents and the interviewer may get these filled in his presence, offering necessary explanations with reference to the questions if and when necessary.

This technique has the advantage over other techniques in the way that the researcher and the respondents are in face to face contact. The researcher asks the questions from the structured questionnaire and the respondents give answer to that particular question. In this way there is no ambiguity in the responses. Whenever the respondents are unable to understand any question, then the researcher can explain it in more detail so there is no possibility of any confusion. It is one of the time saving techniques. More information can be collected in a very short time. It is also more economical and requires less energy.

This technique is also helpful to get more accurate result in comparison to other techniques because the chances of hiding the facts from the researcher are less. The researcher being present there can observe him that he is hiding some information. There is no place of personal biasness of the researcher in this technique because he notes down the responses of the respondents in the way they speak and respond.

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CHAPTER –V

INTERPRETATION AND ANALYSIS

CHAPTER - 5

INTERPRETATION AND ANALYSIS

5.1 STUDENTS' PROFILE AND ACADEMIC PATTERN: -

The present chapter deals with the analysis and interpretation of the data related to students profile and academic pattern. It takes into account the interpretation of the students about the college, its educational atmosphere, quality of education, role of teacher and management etc. it also takes into account the students socio-economic and educational background and its effect on their educational achievements. The data of 250 students selected randomly has been interpreted and analysed with the simple percentage method.

TABLE – 5.1.1
DISTRIBUTION OF STUDENTS BY SEX AND RELIGION

SEX		RELIGION	
M	F	M	NM
145	105	220	30
(58%)	(42%)	(88%)	(12%)

Table 5.1.1 Presents the distribution of students by sex and religion. The data consists of 58 per cent male students and 42 per cent female students. In terms of religion 88 per cent students are Muslims and 12 per cent are Non Muslims.

TABLE – 5.1.2
EDUCATIONAL STATUS OF PARENTS

	ILLITERATE				UP TO HIGH SCHOOL						UP TO INTERMEDIATE					
	Muslim	%	Non-Muslim	%	Total	Muslim	%	Non-Muslim	%	Total	Muslim	%	Non-Muslim	%	Total	
Father	57	25.9%	5	16.66%	62	77	35%	10	33.33%	87	46	20.90%	7	23.33%	53	
					24.8%					34.8%					21.2%	
Mother	81	36.81%	9	30%	90	70	31.81%	8	26.66%	78	42	19.09%	6	20. %	48	
					36%					31.2%					19.2%	

	GRADUATE				POST GRADUATE AND MORE					
	Muslim	%	Non-Muslim	%	Total	Muslim	%	Non-Muslim	%	Total
Father	24	10.90%	5	16.66%	29	16	7.27%	3	10%	19
					11.6%					7.6%
Mother	17	7.72%	5	16.66%	22	10	4.54%	2	6.66%	12
					8.8%					4.8%

Table 5.1.2 presents the educational status of parents. It is very clear from the above data that the level of illiteracy is more among Muslim parents i.e. 25.9 per cent and 36.81 per cent for father and mother respectively as compared to Non-Muslim parents i.e. 16.66 per cent and 30 per cent for father and mother respectively. As the level of educational achievement of the parents rises from high school to intermediate to graduation to Post Graduation the percentage of Muslims parents decreases. (from 35 per cent to 20.90 to 10.90 to 7.27 per cent respectively) while the percentage of Non Muslim educated parents increases. Educational attainment of mothers of the students of the sample indicates an interesting data which confirms the trend that higher you go in education non Muslim mothers are more educated as compared to Muslim mothers. Thus it appears evident that in a Muslim managed minority institution majority of students come from Muslim community whose parents particularly the mothers are either illiterate or less educated. There is a good number of students who are first generation learner. Thus familial motivation to the students is weak which is bound to adversely affect the educational achievement of the students.

TABLE – 5.1.3
OCCUPATION OF PARENTS

	Unemployed/House Wife					Business					Private Job					Govt. Job					Agriculture					Labourer				
	M	%	NM	%	Total	M	%	NM	%	Total	M	%	NM	%	Total	M	%	NM	%	Total	M	%	NM	%	Total	M	%	NM	%	Total
Father	7	3.18%	2	6.66%	9	65	29.54%	6	20%	71	94	42.72%	9	30%	103	21	9.54%	8	26.66%	29	8	3.63%	3	10%	11	25	11.36%	2	6.66%	27
					3.6%					28.4%					41.2%					11.6%					4.4%					10.8%
Mother	170	77.27	19	63.33%	189	11	5%	3	10%	14	32	14.54%	5	13.33%	37	8	3.63%	2	6.66%	10	--	--	--	--	--	--	--	--	--	--
					75.6%					6%					14.4%					4%										

Table 5.1.3 gives the details about the occupation of parents. It is clear from the table that a good percentage of Muslims i.e. 29.54 per cent are doing their own business as compared to non-Muslim i.e. 20 per cent. It confirms the nation wide fact that Muslims are concentrated in Petty small business. As they are not highly educated and unable to get government job so they have started their own work. About 42.72 per cent and 14.54 per cent Muslims students Father and Mother are doing private jobs this percentage for non-Muslims students father and Mother is 30 per cent and 13.33 per cent. The percentage of Muslim students father and Mother is only 9.54 per cent and 3.63 per cent in government job while it is 26.66 per cent and 6.66 per cent for non-Muslims students father and Mother.

It is quite interesting to note that Muslims are less educated and therefore their concentration in private job is more and quite low in government jobs as compared to non-Muslims. The income in private jobs is not good so they remain economically backward and therefore they are unable to provide good education for their children. Due to poverty and other economic problems they sent their children in cheap schools where the level of education is very low and due to this they are unable to compete the others in the field of education.

Those who are in business they also do not find education much rewarding and they sent their children to schools and colleges only to get degree because after all they have to do their father's business. Therefore this category of students do not concentrate much on education and keep themselves busy in other activities and the result is poor. This trend is increasing very rapidly which will further deteriorate the problem.

TABLE – 5.1.4
MONTHLY INCOME OF PARENTS

Up to 3000					3000-5000					5000-10, 000					10, 000-15000					15, 000–20, 000				
M	%	NM	%	Total	M	%	NM	%	Total	M	%	NM	%	Total	M	%	NM	%	Total	M	%	NM	%	Total
28	12.73%	4	13.33%	32	125	56.81%	18	60%	143	54	24.54%	7	23.33%	61	12	5.45%	1	3.33%	13	01	0.45%	0	—	01
				12.8%					57.2%					24.4%					5.2%					0.45%

Total monthly income of parents is shown in the table 5.1.4 which reveal that 12.73 per cent and 13.33 per cent of Muslims and Non-Muslims students belong to low economic background having income upto 3000. Majority of the students (Muslim 56.81% and Non-Muslims 60%) belong to medium class having the income between Rs. 3000-5000 and 24.54 per cent and 23.33 per cent having the income between 5000-10,000. A small percentage of Muslims and non-Muslims students having income between 10,000-15000 is 5.45 per cent and 3.33 per cent respectively.

These data indicate that the college attracts only the medium and lower class students and a low percentage of high income group students. This shows that those who are having good income do not prefer this college and go to other reputed colleges. This is also the indication that parents have in mind that it is not a college of good repute and whenever their level of income rises they prefer to send their children in good colleges. It help us to make inference that Muslim managed institutions are not performing well and lagging behind in comparison to other colleges.

TABLE -5.1.5
REASONS FOR SELECTING THE COLLEGE

	CHOICE - 1	%	CHOICE - 2	%	CHOICE - 3	%	CHOICE - 4	%	CHOICE - 5	%	CHOICE - 6	%
1. It is the best college	13	5.2%	8	3.2%	10	4%	3	1.2%	3	1.2%	2	0.8%
2. It is near home	90	36%	50	20%	62	24.8%	33	13.2%	10	4%	5	2%
3. It is not expensive	30	12%	20	8%	23	9.2%	18	7.2%	16	6.4%	10	4%
4. It is a College of Community	82	32.8%	105	42%	35	14%	15	6%	8	3.2%	5	2%
5. Admission in other Colleges was not available	10	4%	7	2.8%	6	2.4%	4	1.6%	7	2.8%	6	2.4%
6. Family members and friends suggested	25	10%	40	16%	48	19.2%	31	12.4%	29	11.6%	20	8%
TOTAL	n = 250	100%	n = 230	92%	n = 184	73.6%	n = 104	41.6%	n = 73	29.2%	n = 48	19.2%

Students response regarding the reason for selecting the college for the study has been classified in Table - 5.1.5. A very cursory glance reveals that most of the students have opted this college due to two considerations. There are 36 per cent students who have given first choice for this college because according to them the college is quite near there home. There is sizeable number of students for whom nearness of the college to the place of their residence is an important factor. If examined sociologically this simple statement of facts helps us to have a variety of interpretations. Choice of convenience compels one to compromise with quality. It is also an indicator of a misplaced realisation that degree of higher education will serve the cause or purpose even without standard in quality.

The second important consideration by the students (32.8 per cent) to opt for this college is feeling that college belongs to community of their own. It is a reflection of an extended sense of belonging to an ethnic community. It also indicates students lack of interest in quality education. This response also helps us to understand that Muslim minority's Psychic discourages social structural differentiation and new mode of division of labour based on the consideration of specialisation and performance. There is another response regarding the choice of this college. 'This is the best college', is the opinion of very few students (5.2%) who have taken admission. This response is an ample evidence that majority of the students do not bother for performance and excellence as it is not in the priority of their studentship. They have not gone this college to avail an opportunity to excel in performance, to grow and move forward, to influence and win and to make an attempt to make dignified placement in the world of relationships and national life. This is a reflection of enduring of a traditional social structure.

Table – 5.1.6
Educational Atmosphere of the College.

	F	%
1. Very Good	20	8%
2. Good	41	16.4%
3. Average	123	49.2%
4. Poor	66	26.44%
	n = 250	100%

The responses of the students regarding the educational atmosphere of the college are given in Table – 5.1.6. Only 8 per cent of the students are of the opinion that the educational atmosphere of the college is conducive while 16.4 per cent of the students find the educational atmosphere of their college good. Majority of the students i.e. 49.2 per cent of the students consider its educational atmosphere only average, while 26.44 per cent of the students are of the opinion that educational atmosphere of the college is poor. Thus it is obvious that majority of the students do not find the educational atmosphere conducive for their study and they consider it either average or poor. This type of feeling develop a negative approach among the students and they live in inferiority complex. This psychology also leads to withdrawal from education and lack of competition oriented approach.

TABLE – 5.1.7
CHANGES IN THE PERFORMANCE AFTER JOINING THE COLLEGE

	F	%
Percentage Increase	68	27.2%
Percentage Decrease	119	47.6%
No Change	63	25.2%
	<i>n</i> = 250	100%

Table 5.1.7 gives information about the change in the performance in terms of percentage after joining the college. Only 27.2 per cent of the students claim that their performance has improved while 47.6 per cent of the students feel that their percentage has decreased. 25.2 per cent of the student find no change in their percentage.

The information provided by the students regarding their performance appears very simple at its face value. But it helps us to reach to very significant inferences relating to the structure and organisation of an educational institution and the value of higher education in our society. It is alarming to note that nearly half of the students of the college accepts a decrease or not change in their performance after they joined the college. This reflects the internal Structure and educational organisation of the college. It provides an ample evidence of institutional failure. Its components (college administrations, teaching faculty and management) are not able to develop a co-ordinated and concerted efforts to create conducive academic atmosphere in the college. It is a sort of breakdown in the system, a situation of anomie in Mertonian terminology. It hardly appears any relationship between the means and goals.

TABLE 5.1.8
STUDENTS ASSESSMENT OF THEIR PERFORMANCE

	F	%
Satisfied	55	22%
Not Satisfied	195	78%
	n = 250	100%

The inferences withdrawn out of the information provided in Table 5.1.7 and further confirmed by the Table 5.1.8. Out of 250 students respondents 195 i.e. 78 per cent accepts that they are not satisfied with the performance in the college. What may be a probable explanation of this situation? Who is responsible for this situation – college administration, college management, the teachers or the students themselves? Objective analysis of data indicates not single component can be held responsible for this state of affairs. It seems a vicious circle of the relationship of cause, effect and counter cause. Thus it seems social structure is showing symptoms of breakdown.

TABLE – 5.1.9
LEVEL OF COMMUNITY INTERFERENCE

	Yes	%	No	%
Parents/relatives of some students try to influence the principal/teachers for some benefit such as good marks/fee concession etc.	197	78.8%	53	21.2%
Recommendations for some favour or benefit work in the college	205	82%	45	18%

Non academic interference (Political or Economic) in an academic institution act as a foreign body is a biological system. The situation in this case look like the same. More them 75 per cent student respondent express the views that parents/relations try to influence the teachers and Principals for some benefit and these recommendations work in the college. Therefore it shows the trend of favouritism and nepotism. Due to this the general students suffer and the poor and needy students do not get the advantages which they deserve. While the influential persons get benefits due to their sources. Though this type of trend is common in India but it seems to be more prevalent in Muslim managed colleges.

TABLE – 5.1.10
INTEREST IN ATTENDING THE CLASS

	Yes	%	No	%
Do you attend the classes regularly?	78	31.2%	172	68.8%

There can not be any denial to the fact that major learning and acquisition of knowledge by the students takes place through interaction with the teachers in Classroom situation. Classroom teaching in Indian situations plays important role. Table 5.1.10 provides information regarding classroom teaching. Out of 250 students studied in the sample only 78 (31.2 per cent) confess that they attend the classes regularly while 172 (31.2 per cent) students do not attend classes regularly. Most obvious and readymade factor for this irregularity and carelessness are mentioned as poor infrastructure such as building classroom and library but the fact is that these are not the real cause of poor academic orientation. In terms of statues and academic ordinance, 75 per cent class attendance is a must to eligible a student to appear in the examination but role are flouted and conditions are not implemented sincerely.

TABLE – 5.1.11
REASONS OF NOT ATTENDING THE CLASSES REGULARLY

	CHOICE - 1	%	CHOICE - 2	%	CHOICE - 3	%	CHOICE - 4	%	CHOICE - 5	%	CHOICE - 6	%
1. Teachers do not teach well	35	20.34%	45	26.16%	23	13.37%	10	5.81%	18	10.46%	15	8.72%
2. Classes are over crowded	15	8.72%	18	10.66%	09	5.23%	16	9.30%	08	4.65%	03	1.74%
3. College environment is not good	96	55.81%	34	19.76%	23	13.37%	10	5.81%	05	2.90%	04	2.32%
4. Least interest in attending the classes	10	5.81%	15	8.72%	08	4.65%	04	2.32%	04	2.32%	02	1.16%
5. Class teaching does not help much	14	8.13%	11	6.39%	13	7.55%	12	6.97%	12	6.97%	11	6.39%
6. Teachers give attendance without attending the classes	2	1.16%	09	5.23%	07	4.06%	03	1.74%	03	1.74%	02	1.16%
Total	n = 172	100%	n = 132	76.72%	n = 83	48.23%	n = 55	31.95%	n = 51	29.04%	n = 37	21.49%

From students point of view two factors are more important as shown in Table 5.1.11. The first one is college environment is not good and second Teacher do not teach well. 55.81 per cent, 19.76 per cent and 13.37 per cent students has given first second and third choice respectively about college environment and 20.34 per cent, 26.16 per cent and 13.37 per cent students has given the first second and third choice claiming that teachers do not teach well. It is revealing to note that due to the poor educational environment of the college the students do not bother about attending the classes. It is also worth to mention that students do not find the lectures of their teachers beneficial for their studies. So they are less interested in attending the classes. It may be due to lack of competency of the teachers or lack of study and hard labour. However this directly effect the students career and due to lack of proper guidance they are unable to compete the others. This type of trend is quite common in minority institutions.

TABLE – 5.1.12
STUDENTS RESPONSE TO LIBRARY FACILITIES

	Yes	%	No	%
College library open at convenient time	100	40%	150	60%
College library has sufficient books	35	14%	215	86%
Borrow books from the library	48	19.2%	202	80.8%

Library is an important component of any academic institution. A good library is a necessary condition for good performance of the students. It not only provides literature

related to the curriculum prescribed for different classes but it also exposes the teachers and students different aspects of knowledge to develop a cosmopolitan personality. It helps to identify the recent trends and current requirements of successful candidate. College as an academic institution has therefore to strive for its establishing a good library and creating a climate for its optimum utilisation. In this study attempt has been made to find out the responses of the students regarding library facility of the college. Responses are elicited on three items i.e. Timings, volume and utilisation. This information is presented in Table 5.1.12 60 per cent students claim that college library do not open at convenient times. It opens only in college hours when the students are busy in attending the classes so they are not able to avail the library facility. There is no provision of opening the library in evening or night time. Due to lack of library facility the students have to confine to study their own limited books and they do not do the detailed study by consulting different book. College library has not sufficient books. 86 per cent of the students claim that library has not sufficient books. Whatever the books available in the library are very less and not according to the ratio of the students and same time they are not latest one. As the books available in the library are not latest so the students do not borrow the books from the library. Only 19.2 per cent of the students has said that they borrow books from the library while 80.8 per cent of the students do not borrow the books from the library. They purchase their own books.

The lack of library facility is very alarming for any educational institution especially where the majority of the students are first generation learner. It leads to lack of study among the students. They go through only limited books specially the guide books and the result of this is that they get poor percentage in the examination. Due to lack of

detailed and depth study of the subject the students remain confuse and the subject matter seems tough to them. Therefore the overall performance of the students is very much depended on detailed study of original books of different author which they can only get from their concerned library but in absence of such books the students will remain in disadvantageous position.

TABLE – 5.1.13
EXTRA CURRICULAR ACTIVITIES IN THE COLLEGE

	Yes	%	No	%
Are the extra curricular activities organised in the college?	35	14%	215	86%
Are the arrangement for extra curricular activities satisfactory?	18	7.2%	252	92.8%

Another important factor that positively contributes in creating a healthy and conducive environment in college is extra curricular activities. It includes facilities for games and sports cultural and literary activities like dance, drama, music, debate, quiz competitions etc. These are like vitamins in food whose deficiency causes some ailments of a particular part of the body. Regular games and sports help to maintain a competitive and healthy atmosphere and release the extra energy of the students. Literary and cultural activities encourage and develop the creative potential of the students. Table 5.1.13 presents students response regarding these facilities in the college.

The table clearly suggests that there is no provision of extra curricular activities. 86 per cent of the students have given their opinion that extra curricular activities are not

organised in their college. Only 14 per cent of the students are agreed that extra curricular activities are organised in the college but this is confined only to NCC or some small level sports activities. 92.8 per cent of the students claim that arrangement for extra curricular activities are unsatisfactory. The data clearly shows that there is no provision of debates, quiz, dramas, sports and other cultural activities. In absence of these activities the environment of college remain dull and make the students inactive. These type of activities help the students in their future life and make them perfect. The sharpness and intelligence of the students is not measured only on the basis of academic achievement but also one the basis of extra curricular activities. It helps in all round development of the personality. The great speaker sportsman, leader, actor etc are brought up from the college level. Where there will be no such provision then how is it possible that such colleges will produce the such great personalities who contribute in the development of the community and the nation.

TABLE – 5.1.14
STUDENTS SATISFACTION WITH THE TEACHING

	Yes	%	No	%
Are you satisfied with the teaching in the college?	37	14.8%	213	85.2%

Table 5.1.14 presents the level of satisfaction with teaching in the college. It is quite interesting to note that only 14.8 per cent of the students are satisfied with the teaching in the college while 85.2 per cent of the students are not satisfied with the teaching in the college.

TABLE – 5.1.15
REASONS OF DISSATISFACTION WITH THE TECHING IN THE COLLEGE

	CHOICE - 1	%	CHOICE - 2	%	CHOICE - 3	%	CHOICE - 4	%	CHOICE - 5	%
1. Teachers are less competent	27	12.67%	30	14.08%	27	12.67%	23	10.79%	26	12.20%
2. They do not want to teach	40	18.77%	50	23.47%	27	12.67%	26	12.20%	28	13.14%
3. They are busy in college Politics and do not care for the school	54	25.35%	49	23.00%	40	18.77%	35	16.43%	23	10.79%
4. They have no interest in teaching and are not academic oriented	29	13.61%	23	10.79%	20	9.38%	24	11.26%	18	8.45%
5. The managing committee do not check them	63	29.57%	49	23.00%	37	17.37%	34	15.96%	11	5.16%
Total	n = 213	100%	n = 201	94.36%	n = 151	70.86%	n = 142	66.64%	n = 106	49.74%

When asking the reasons of dissatisfaction, the students have different opinion. 12.67 per cent of the students has given the first choice that Teachers are less competent and 18.77 per cent are of the opinion that the teachers do not want to teach. A good number of students (25.35%) say that the teachers are busy in college politics and do not care for the students 13.61 per cent students place on first choice that the teachers have no interest in teaching and are not academic oriented. The highest percentage of the students (29.57%) say that the managing committee do not check the teachers. The present analysis suggests that the two main reasons of dissatisfaction the college are that the teachers are busy in college politics and do not care for the students. Secondly the managing committee do not check the teachers. The above said factors reveal that majority of the students remain in inferiority complex and they clearly feel that the system of teaching is not up to mark and find teachers and management responsible for the present situation. The teachers do not take the responsibility of teaching seriously. Instead they are busy in college politics and they are divided among different groups like anti management pro management etc. This lead to serious problem and the sufferers are the students. The managing committee do not make concentrated efforts to improve the educational standard of the college. The managing committee do not check the teaching staff. Instead they remain in conflict with each other. A good number of teachers are appointed on the basis of adhoc / temporary and part time bases. Their salaries are not according to their status and thus they often remain on strike in support of their demands. The lady teachers are the main disadvantageous group of the this category. Their energy is wasted on extra things and they do not concentrate on teaching. These conditions lead to mismanagement and it automatically result in impatience, chaos and lawlessness

among the students. The students become the victims of Politics and their results are below standard

TABLE – 5.1.16
STUDENTS AWARENESS ABOUT GROUP POLITICS OF TEACHERS

	Yes	%	No	%
Are you aware of any group politics of teachers in the college?	199	79.6%	51	20.4%

Table 5.1.16 takes into account the awareness among the students about the group politics of teachers in the college. 76.6 per cent students say yes, they are aware about the group politics of teachers in the college while 20.4 per cent of the students say that they are not aware about it.

TABLE – 5.1.17
TEACHERS POLITICS AND STUDENTS PERFORMANCE

	F	%
1. Bad impact	177	70.8%
2. Less impact	48	19.2%
3. No impact	25	10%
	n = 250	100%

On responding about the impact of group Politics on the performance of the students, 70.8 per cent of the students say that it has bad impact on the student's performance. Only 19.2 per cent of the students say that there is less impact of group

Politics on the performance of the students. Thus the above responses cause to a Psychological feeling among the students. The majority of the students are aware about the group Politics and feel that there will be the bad impact of it on their performance. The trauma of group politics compel them to keep away from education and sometime become of the victim of their internal politics the teachers use them for their personal benefits. Having different political view in any collective life is not unnatural. Politics is a part of group life. Politics among teachers in many academic institutions for power and privileges is also natural. But what is disturbing is its expression in teacher taught relationship. The data presented in table 5.1.17 obviously indicate that most acute victims of teachers politics in academic campus are the students. It is alarming to note that roughly two third students feel that teachers politics effects their life and career negatively. A very simple but very pertinent question may be raised as to why there are so deep political division in the teaching faculty. Are teachers alone responsible for it? Is it an outcome of divide and rule policy of college administration or these political factions of college teachers are encouraged by management?. Question may be simple but answer is complicated. It seems that it is an end products of the nature of relationship between the management, college administration and the teachers. In one word it is reflection of the social structure of the community which claims a right to run such institution.

TABLE – 5.1.18
FREQUENCY OF TEACHERS STUDENTS CONTACT

	F	%
1. Very often	25	10%
2. Often	40	16%
3. Occasionally	100	40%
4. Never	85	34%
	n = 250	100%

Table 5.1.18 gives detail about the student's contact with their teachers to discuss their academic problems. It is quite interesting to note that very low percentage i.e. 10 per cent of the students say that they very often go to their teacher to discuss their problem. Only 16 per cent students say that they often visit their teachers to discuss their problem. 40 per cent of the students visit occasionally to their teachers. This category of the students belongs to that group who go to the teachers just to ask important questions. (The researcher himself observed that some students came with model papers and asked the teachers to tick mark the questions. The teachers took the model papers and asked them to see him the next day). A good percentage of students (34%) never contact to their teachers in connection to their any academic problem. Thus this type of occasional contact does not help the students in solving their academic problems. When the students often visit their teachers and discuss there problems then they feel confident and a strong bond of relationship develop between teachers and students. Teacher can help their students only when he knows their actual problem and their mental level. This is possible

only when there is usual contact between them. When the students do not visit their teachers and do not discuss their problems then how can he realise that what are the major problems which the students are facing. The bond of teacher students relationship in the Muslim managed colleges is very weak. There is no arrangement of tutorial classes where they can discuss their academic problems. The students also not visit them any time to discuss their academic issues. The formal relationship is confined only up to class, which is also not very regular.

TABLE – 5.1.19
TEACHERS' AVAILABILITY TO SOLVE STUDENTS PROBLEMS

	F	%
1. Very often	21	8.4%
2. Often	65	26%
3. Occasionally	105	42%
4. Never	59	23.6%
	n = 250	100%

The above table shows that how the teachers help the students in solving their academic problems. This table is in connection with the previous table which shows that when do the students visit their teachers. Though 34 per cent of the students in the previous table have said that they never contact their teachers to discuss there any of the academic problem. Here Table –5.1.19 reveals that 8.4 per cent and 26 per cent of the students are of the opinion that teachers very often and often help the students on the

academic issues. 42 per cent students are of the opinion that teachers occasionally help them.

They sometime come forward and sometime do not show interest in solving their problems while 23.6 per cent students claim that teachers never come forward to solve their problems. They do not take initiative step in response their student's problems. Therefore it leads to the indifferent attitude of the students towards their teachers and thus they do not prefer to go and discuss their academic issues.

TABLE – 5.1.20
ATTITUDE OF TEACHERS TOWARDS THEIR STUDENTS

	F	%
1. Encouraging	31	12.4%
2. Just Helpful	84	33.6%
3. Indifferent	115	46%
4. Discouraging	20	8%
	n = 250	100%

Table 5.1.20 reveals students opinion about the attitude of the teachers towards them. Only 12.4 per cent students say that the attitude of their teachers is very encouraging towards them while 33.6 per cent students are of the view that their attitude is just helpful. Majority of the student's i.e. 46 per cent students claim that teachers attitude is of indifference. They do not motivate and encourage their students to come forward and discuss the issues related to educational problem. Their relationship just

formal and do not bother about each other. The matters related to the students career are hardly discussed. Even 8 per cent students say that the attitude of their teachers is discouraging, instead of suggesting and helping them they discourage them.

TABLE – 5.1.21
STUDENTS OPINION ABOUT TEACHERS COMPETENCE

	Yes	%	No	%
Are the teachers academically sound and have good command in their respective subjects?	110	44%	140	56%

Table 5.1.21 represents the students opinion about their teachers. 44 per cent students say that their teachers are academically sound and have good command in their respective subjects while 56 per cent students claim that they are not academically sound and do not have command in their respective subjects. When we compare students assessment of teachers (Table 5.1.21) and teachers assessment of themselves (chapter 5.2) we find a conflicting opinion. Teachers are poor in students assessment while teachers claim that majority of them is good. Whom to believe? Sociologically one is on a cross road. But sociological imagination helps us to resolve the dilemma. Thus, situation should not be viewed in isolation. It is to be studied in view of the complex relationship between different segments of the structure.

TABLE – 5.1.22
STUDENTS PARTICIPATION IN COLLEGE POLITICS

	Yes	%	No	%
Do you participate in student Politics?	39	15.6%	211	84.4%
Did you ever contest for students union election?	15	6%	235	94%
Are you closely related with any student leader?	35	14%	215	86%
Can the students union help the students in solving their problems?	79	31.6%	171	68.4%
Do the student leader influence admission and other decisions in the college?	174	69.6%	76	30.4%
Do the students union play positive roe in the college?	70	28%	180	72%

Table 5.1.22 gives the details about the interest of students in college Politics. 15.6 per cent students say that they participate in college politics while 84.4 per cent students say that they do not participate in it. Only 6 per cent students say that they contested for student union election. Only 14 per cent students claim that they are closely related with any student leader.

Students union do not help the students in solving their problem is the opinion of 68.4 per cent students. In contrary to this 31.6 per cent students are of the opinion that students union play positive roe in solving the problems of students. 174 out of 250 i.e.

69.6 per cent students of the college feel that some student leader exercise big influence in the administration of the college. This leads to two important inferences. One the college administration is weak and yields to external pressure in the matters of important policy decisions and second student community heavily relies on students politics to solve there problems this situation of obviously hampers the maintenance of proper discipline in the college and creation of conducive academic environment.

A good percentage of students is of the opinion that students union do not play positive role in the college. 72 per cent students support this view while 28 per cent reject it and say that students union play positive role in the college. It is evident from the above figures that majority of the students do not participate in the students politics and they are not closely related with any student leader. 'They do not find the students union helping them in solving their problem and student union do not play positive role which they are expected. The students are of the opinion that leaders try to influence the admission and other decision in the college. The responsibility of the student leader is to fight for the cause of students but when they do not fulfil their responsibilities then how is it possible to improve the present poor condition of the college.

TABLE – 5.1.23
ROLE OF STUDENTS UNION

	F	%
1. Check the Management	40	16%
2. Fight for the cause of students problems	60	24%
3. Make the misuse of power	139	55.6%
4. Prepare the students for leadership	59	23.6%
	n = 250	100%

The students opinion regarding the role of students union is given in the Table-5.1.23. 16 per cent students say that students union check the management and 24 per cent students are of the view that they fight for the cause of students problem. Highest percentage of students (55.6%) say that the students union make the misuse of power while 4.4 per cent students are of the opinion that they prepare the students for leadership. The present sample confirm that the students union playing its expected role only to some extent. In contrary to this they are making the misuse of their power. They re indulge in Petty Politics and are the puppet of staff and management. The management and staff want to hold their grip and want to enjoy the power so they misuse the student leaders. The problem of student unrest generally arises due to the tussle between anti management and pro-management group. (There was lot of fighting previously at the time of students union election. Some students were wounded and college was closed due to this problem). The student leaders want to win election by any means as it is a source of power and they get a lot of advantage. They do not bother about the students problem and educational atmosphere of the college but they want to hold the power for their own benefits. In this situation it is very difficult expect any improvement in the college.

TABLE – 5.1.24
PERFORMANCE OF THE COLLEGE MANAGEMENT

	F	%
1. Very well	13	5.2%
2. Well	37	14.8%
3. Just satisfactory	70	28%
4. Unsatisfactory	130	52%
	n = 250	100%

Table 5.1.24 takes into account the performance of the college management. The figures indicate that majority of the students are not satisfied with the functioning of the college management. 52 per cent students' say that the performance of the college management is unsatisfactory and 28 per cent claim that it is just satisfactory. A very low percentage of students i.e. 5.2 per cent say that the performance of the college management is very well and the 8 per cent say that it is well. Thus, from these figures it is clear that the present management is not in position to run the college very smoothly and there is the need to change the present managing committee. The performance in terms of every aspect is not satisfactory. The bulk of the students want some change in the present system so that the condition of the college may be improved. The sole responsibility of effective functioning lies with the college management and when they are unable to perform their duties well and indulge in petty Politics then how is it possible that the system will run smoothly. (The researcher when visited the college himself observed that there were two principals and each one was claiming himself the real principal and each one was supported by some management committee members. One group was supporting the old principal and other group was supporting the new principal. The old principal was holding the principal office while the new principal was sitting in the staff room. No one was ready to quit. The attendance register was with both the principals and some teachers were putting signature in the old principal's register as they belong to his group while the other were doing signature in the new principal's register and some teachers were putting the signature in both register. Where there is personal conflict between Teachers Vs Teachers and Management Vs Management, Teachers Vs

Management etc then how is it possible that they will bother about the students interest and provide quality education). Thus, in these situation it is very difficult to imagine any improvement in the educational atmosphere and all the developments will suffer due to their personal conflicts.

TABLE – 5.1.25
ECONOMIC CONSTRAINTS IN ADMISSION

	Yes	%	No	%
If you had more income then you would have opted other reputed college/university?	179	71.6%	71	28.4%
Did the economic constraint ever create a problem in your education?	164	65.6%	86	34.4%

Table 5.1.25 reveals that a bulk of the students have opted this college because their family income is not much high. 71.6 per cent students say that if they have more income then they would have gone other colleges while 28.4 per cent of the students claim that they have taken the admission by their own choice. Secondly 65.6 per cent students feel that economy creates a problem in their education. Due to poor income they had not gone to other reputed colleges and opted this college because it is cheaper and near their home, and it also belong to their community. Only 34.4 per cent students do not find any economic problem in their education.

Majority of the Muslims belong to low Socio-economic strata. They are not in a position to send their children to the school as they have less income. Those who send their children in the schools always face economic constraints and due to this they are unable to send them in good English Medium schools. Therefore they do not get quality education and just pass-out from such low graded schools and they always remain behind from these students who has taken education from good school. It causes a big gap between these students and they always remain in inferiority complex. When they pass-out their degree examination from less reputed colleges then they do not find themselves fit for competitive exams. Most of them do not appear in the competitive tests and those who appear do not qualify due to their poor school and college background. So either they start their own petty business, shops etc or do some low paid jobs. Thus, in spite of being educated they are unable to get good job and they remain economically backward. Those who see this situation claim that there is no advantage of getting education, as it does not provide any support in their livelihood. So they do not prefer to send their children to the school. Therefore the level of education remain low and still they are most educationally backward community. Though this trend is changing and the situation is getting better but still it requires a lot of effort to change the mentality of the Muslims. Once the economy will improve then automatically the level of education will rise among the Muslims and they will go not only for education but also for quality education. Once this trend will emerge then it is hoped they Muslim will accelerate in the field of education.

TABLE – 5.1.26
FUTURE PLAN AFTER COMPLETING THE COURSE

	F	%
(a) Further Study	88	35.2%
(b) Government Job	35	14%
(c) Private Job	66	26.4%
(d) Business	54	21.6%
(e) Agriculture	04	1.6%
(f) Other	03	1.2%
	n = 250	100%

When asking about the future plan after completing the said course the students have different plans. 35.2 per cent students say that they will go for further study and 14 per cent students say that they will try for government job and 26.4 per cent students say that they will do the private job. It may be due to that they do not think that they will be able to get government job, as they do not find themselves fit for competitive exams. 21.6 per cent students prefer to do the business while only 1.6 per cent and 1.2 per cent would like to do agriculture and other work.

If we go in detail of these figure then we will find that those who say that they will go for further study but after completing it most of them will go for business or do some small level private jobs. Thus the majority of the students belong that group who will prefer to go in business. This shows that they have clear standing that they will not be able to get government job and they have to do their business like other majority community men. When they have this feeling then they just want to pass out the exams and do not study very seriously. They just enjoy the things and take the education very lightly. Therefore, they do not remain very serious about it and this is the main reason of

poor performance of Muslim students. When the students are not serious in their studies so automatically the teachers also take the things very lightly and their attitude towards their students and class room teaching remain indifferent and they just remain functional and confined themselves only to take few classes in the full session. Therefore this cycle is revolving continuously and how long it will go is a question.

TABLE – 5.1.27
FUTURE PROSPECTS OF STUDENTS

	Yes	%	No	%
Do you find yourself fit for the competitive exams?	74	29.6%	176	70.4%
Do you expect to secure a good job after completing this degree course?	70	28%	180	72%

Table 5.1.27 gives the detail about the students response whether they find themselves fit for the competitive exams and expect of getting good job after completing the degree course. The table reveals that only 29.6 per cent students find themselves fit for the competitive exams while 70.4 per cent students do not find fit for it. 72 per cent students do not expect to secure a good job after completing the degree course. Only 28 per cent students expect to secure a good job.

The data present interesting feature of Muslim Psychology. They have no self-confidence and are the victim of inferiority complex. There is very less percentage of

students who think that they can qualify the competitive exams. Majority of the students find themselves unfit for this purpose. The main reason of these feeling is that they have poor schooling and the same is the case in the college. They don't have the means to do the costly coaching. There is no one to guide them. They are aimless and they have no target. They don't have the clear understanding about the different competitions. They do not know the syllabus, the pattern etc of different competitions. Thus in absence of proper guidance and counselling their future remain in dark. They also do not feel that they will get a good job because they think that they will be discriminated by the majority community. Thus the fear of discrimination keeps them away from mainstream. Even if we believe that there is discriminations against the Muslims then how much it is correct to keep themselves away from the mainstream. It is truly said that Muslim are not even giving the chance to discriminate.

TABLE – 5.1.28
THE CHANCES OF GETTING A GOOD JOB

	F	%
(a) Very Good	32	12.8%
(b) Good	54	21.6%
(c) Moderate	97	38.8%
(d) Poor	67	26.8%
	n = 250	100%

Table 5.1.28 further elaborates the responses of the students regarding the chance of getting a good job. There are only 12.8 per cent students who feel that they have very good chance of getting a good job while 21.6per cent think that they have good chance of

getting job. Majority of the students (38.8%) find the moderate chance and 26.8 per cent say that they have poor chance of getting a good job.

These data reveals that due to lack of confidence and good educational background they face different problems and do not find themselves fit in the present competitive environment. The students who had yet to complete their degree course but they already have the feeling that they have the poor chance of getting the job then automatically they will not try in the competitions and remain jobless.

TABLE – 5.1.29
THE MAIN HURDLES OF GETTING A GOOD JOB

	CHOICE - 1	%	CHOICE - 2	%	CHOICE - 3	%	CHOICE - 4	%
(a). Discrimination in jobs against Muslims	110	44%	69	27.6%	46	18.4%	26	10.4%
(b). Lack of Confidence	67	26.8%	60	24%	50	20%	37	14.8%
(c). Lack of competitive spirit	44	17.6%	89	35.6%	70	28%	30	12%
(d). Less opportunities available	29	11.6%	32	12.8%	31	12.41%	38	15.2%
TOTAL	n = 250	100%	n = 250	100%	n = 197	78.81%	n = 131	52.4%

The students opinion about the main hurdles in getting a good job is given in Table – 5.1.29. The above table reveals that majority of the Muslim students claim that there is discrimination in jobs against them. It is clear from the table that 44 per cent students have placed this factor on first rank. Again 27.6 per cent, 18.4 per cent and 10.4 per cent students have given it second third and fourth choice. The other main factors which the students think are the hurdles of getting a good job, are lack of competitive spirit and lack of confidence. 17.6 per cent, 35.6 per cent, 28 per cent and 12 per cent students has ranked according the first, second third and fourth choice respectively and held responsible to the lack of competitive spirit for getting a good job. In the same way the students are also of the opinion that there is lack of confidence among the students therefore they are unable to get a good job. 26.8 per cent students has given this view as the first choice and 24 per cent, 20per cent and 14.8 per cent, students has given this view according to the second, third and fourth choice.

Thus, in the light of the above facts it can be concluded that Muslims keep themselves away from the competitions as they think that they will be discriminated on communal ground. This negative thinking keep them aloof from competing with their counterpart. The reasons of the negative thinking are due to lack of Muslim presence in the Government Jobs, occurrence of communal violence, hostile behaviour of majority community, lack of Muslims schools and colleges etc. These factors help them to think that they are discriminated and the same is the feeling of coming generations. Lack of competitive spirit and lack of confidence are two factors which seems to be the main hurdle in getting a good job. Majority of the Muslim students has poor schooling due to economic problems. When they pass out the degree course from a less reputed college,

they find it quite tough to compete with the lakhs of students who has come in the job market with clear vision. Due to lack of proper coaching and guidance they are unable to qualify the competitions. Due to lack of confidence most of them quit and do not face in the competition and those who dare to do so are unable to compete. Thus the percentage of those who qualify is very low and therefore their presence in the job market is very low. This is the main reason of low percentage of Muslims in government jobs while the Muslims and others claim that there is discrimination against them and held responsible to the governmental politics for the present deteriorating condition.

5.2 TEACHERS PROFILE AND ROLE PERFORMANCE: -

The present chapter 'Teachers profile and Role performance' deals with the analysis and interpretation of teachers about the students, college, management etc. It takes into account the teachers view about the different aspects related to college. The teachers play a key role in the teaching learning process in any educational institution. They help to mould the personalities of the students. He acts like a Philosopher, guide and friend. He is always ready to help his students in their difficulties. He presents himself like a role model before his students. Those who come in his contact are influenced with his mastery in his subjects and in other worldly affairs and they are benefited a lot with his vast knowledge. To renew his knowledge and to know more and more he always go through the different books and collect different materials which are beneficent for him and his students.

Thus keeping in view the importance of teachers in the educational field, an attempt has been made to analyse and interpret the educational matters from the teachers view. In the present study the views of 20 teachers on different aspects of the studied college has been taken into account. Their views are analysed and interpreted with the help of simple percentage method.

TABLE – 5.2.1
GENERAL INFORMATION

(I) STATUS		
	F	%
(1) Lecturer	16	80%
(2) Reader	04	20%
(3) Professor	---	---
	n = 20	100 %

(II) NATURE OF EMPLOYMENT		
	F	%
(1) Permanent	12	60%
(2) Temporary	03	15%
(3) Part Time	05	25%
	n = 20	100 %

(III) EDUCATIONAL QUALIFICATION		
	F	%
(1) Ph. D.	10	50%
(2) M. Phil.	04	20%
(3) M.A./M.Sc./M.Com.	20	100%
(4) Other	04	20%

(IV) LEVEL OF SATISFACTION WITH THE PLACEMENT				
	Yes	%	No	%
	08	40%	12	60%

Table 5.2.1 gives general information about the teachers' status, nature of employment, educational qualification and satisfaction with the placement. 80 per cent Lectures and 20 per cent Readers have been selected for the purpose of study .Out of them 60 per cent are permanent, 15 per cent are on adhoc and 25 per cent are Part Time. All of them are highly qualified. 50 per cent of them are Ph. D. and 20 per cent are M. Phil. Out of them 60 per cent teachers are not satisfied with their placement as either they are part timer or working on adhoc basis. Even some permanent faculty are not satisfied with their placement, as they want to be promoted as Reader or to go to some other Universities. The level of satisfaction with the job is very necessary otherwise they can't concentrate in teaching and the students will suffer a lot.

With such a high level of discontent in any system is bound to lead inefficiency, indifference and lack of performance. Consequently the system will loose credibility and respect.

TABLE –5.2. 2
ACADEMIC CAREER

	Yes	%	No	%
1. Did you take the refresher course?	4	20%	16	80%
2.Does the college provide assistance in this connection?	—	—	4	100%
3.Do you strive to update the knowledge?	20	100%	—	—
4. Do you purchase books?	18	90%	02	10%
5. Do you know new books in the subject?	18	90%	02	10%
6.Do you participate in seminars and conferences etc?	10	50%	10	50%
7.Have you presented the papers in Seminars?	05	25%	15	75%
8.Have you published some book or paper in Journal or Magazine?	06	30%	14	70%
9.Was some additional qualification acquired after the appointment?	12	60%	08	40%

Table 5.2.2 gives the detail about the academic career of the teachers. 80 per cent of the teachers say that they have not taken the refresher course in their subject and those who took refresher course, the college did not provide any assistance to them. 100 per cent teachers say that they strive to update their knowledge and for it they purchase the new books and keep in touch with the latest publications of the books. Only 10 per cent teachers say that they do not purchase books and do not know about the new books in the subject. 50 per cent teachers say yes, they participate in seminars and conferences while

50 per cent teachers say that they had not participated in the seminars and conferences. Only 25 per cent teachers have presented the papers in the seminars while 75 per cent teachers have never presented papers in seminars and conferences. 30 per cent teachers have done some publication work while the majority of the teachers i.e. 70 per cent have no publication work. However 60 per cent teachers have acquired additional qualification after the appointment.

The above data reveals that though most of the teachers are highly qualified but they are not much academic oriented as it is clear from the above figures that only 25 per cent teachers have presented the papers in seminars and only 30 per cent have some paper publication and only 20 per cent have taken the refresher course. To participate in seminars and conferences and to have some publications work are some of the major grading variable for the academic oriented teachers. Those who want to excel in the academic field then they have to update themselves by participating in seminars and conferences and to do the publication work and also to go through the latest books. When the teachers will have the latest knowledge then only he can impart the relevant education to his students. Data obtained in Table 5.2.2 further support the thesis that factors of motivation play important role with such a poor academic orientation, no teaching community can serve the cause of education. A role without challenge gets routinised and retards development. It may be noted that academic monitoring of teacher is a responsibility of college and university system.

TABLE – 5.2.3
THE SOCIO-ECONOMIC BACKGROUND OF STUDENTS

	CHOICE - 1	%	CHOICE - 2	%	CHOICE - 3	%	CHOICE - 4	%	CHOICE - 5	%
1. Upper Class	---	---	---	---	---	---	---	---	---	---
2. Upper Middle Class	1	5%	2	10%	---	---	---	---	---	---
3. Middle Class	8	40%	5	25%	---	---	---	---	---	---
4. Lower Middle Class	7	35%	6	30%	---	---	---	---	---	---
5. Lower Class	4	20%	2	10%	---	---	---	---	---	---
TOTAL	n = 20	100%	n = 15	75%						

Table 5.2.3 presents the teachers view about the socio-economic background of students from which they generally come. Majority of the students belongs to middle class and lower middle Class. In the first choice the 40 per cent teachers say that students generally come from middle class and 35 per cent teachers say that they come from lower middle class. 20 per cent teachers are of the view that the students belong to upper middle class. In the second choice 25 per cent teachers say that they belong to middle class and 30 per cent view that they come from lower middle class.

Thus, on the basis of above data it can be concluded that upper class students do not take admission in this college and even very low percentage of students belong to upper middle class. They do not prefer this college because they belong to economically well off section so they prefer to go in reputed colleges and universities. They do not find this college fit for their studies therefore there is the majority of middle class and lower middle class students. Being economically weaker they prefer to go to less expensive colleges. They do not have clear insight about education. Most of them are first generation learner and they have not much importance for education. They hardly attend class and take study seriously. They just pass-out the exam and go for some private jobs or go in their own small level business. Kanpur being an industrial city easily provides them some low paid jobs. Thus, due to above cited reasons the educational standard of the college has come down and does not seem to be fulfilling the desired goals.

TABLE – 5.2.4
STUDENTS’ PERFORMANCE AS PER TEACHERS’ OPINION

	F	%
(1) Very Good	2	10%
(2) Good	4	20%
(3) Satisfactory	11	55%
(4) Poor	3	15%
	n = 20	100%

Table 5.2.4 gives detail about the performance of the students. It is quite revealing to note that only 10 per cent students’ performance is very good and 20 per cent students’ performance is good. In contrary to this there are 55 per cent students whose performance is just satisfactory and 15 per cent are whose performance is poor. They belong to that category of students who just pass-out the examination and don’t have much command in their respective subjects. A good number of students of this category are those who do not take the education very seriously and go for education just to get the degree and for some social recognition.

If we go in detail to find the reasons of poor performance of the students in this college then we will find out that majority of the students are not serious about education. Most of them are first generation learner. They do not find education much worthwhile in their career. Most of them belong to small level business class families and they go back in their family business after completing education. They do not want to do the hard labour, as it does not make much difference. They do not attend the classes and do not consult their teachers in classes and do not consult their teachers in connection to their academic problems. They just go through the cheaper guide books and model papers and do the selective study. The teachers and management also do not feel much concerned

about them. The teachers do not take the classes very regularly and there is no one to check them. The percentage of students who attend the classes is very low. The strikes of teachers in support of their different demand is very common. There is a lot of politics between teachers and management group. The anti and Pro-management group are always in tussle with each other. They also misuse the student leader to serve their purpose. In short the whole system is in deteriorating condition and needs to be evaluated from the grass root level.

TABLE – 5.2.5
COMMUNITY VARIABLE OF STUDENTS PERFORMANCE

MUSLIM		NON – MUSLIM	
f	%	f	%
13	65%	7	35%

Table 5.2.5 gives detail about the comparative performance of Muslim and Non-Muslim students. 63 per cent teachers are of the view that Muslim students performance is good while 35 per cent are of the view that Non-Muslim students performance is good. It seems to be quite interesting by observing the above figures that Muslim students performance is better in comparison to Non-Muslim students but the reality is that the percentage of non-Muslim students is very low and again those who take the admission in this college belong to low socio-economic strata. They join this college because the admission is very easily available here in comparison to other colleges. They get the admission on very low percentage. Some students take the admission just to get some scholarships, which are fixed for schedule caste students. Therefore these students are unable to do better in the examination in comparison to some Muslim students but still they are not much far behind than other general students.

TABLE – 5.2.6
CAUSES OF POOR PERFORMANCE OF MUSLIMS STUDENTS

	CHOICE - 1	%	CHOICE - 2	%	CHOICE - 3	%	CHOICE - 4	%	CHOICE - 5	%	CHOICE - 6	%
1. Low Socio-economic status	4	20%	3	15%	4	20%	4	20%	1	5%	3	15%
2. Poor Schooling	2	10%	2	10%	3	15%	1	5%	5	25%	4	20%
3. Lack of interest in education	9	45%	5	25%	3	15%	1	5%	2	10%	---	---
4. Lack of hard labour	1	5%	6	30%	2	10%	2	10%	3	15%	3	15%
5. Lack of competitive spirit	2	10%	2	10%	5	25%	3	15%	1	5%	1	5%
6. Lack of academic environment in the college	2	10%	2	10%	4	20%	4	20%	3	15%	3	15%
TOTAL	n = 20	100%	n = 20	100%	n = 20	100%	n = 15	75%	n = 15	75%	n = 14	70%

Table 5.2.6 gives detail about the causes of poor performance of Muslim Students. The analysis of data up to this point indicates that performance of students particularly the Muslim students in the minority managed institutions is poor. It may be pertinent to note that teachers opinion based on their observation and experience about students performance is important to draw in a Sociological inference. Keeping this point in view the selected sample of the teachers had been asked to respond to following sets of choices in terms of preference as important cause of poor performance. Majority of teachers (9 i.e.45%) are of the view that of interest in education to measure factor of poor performance while 4 i.e. 20 per cent teachers assigned low socio-economic status as the basic cause of poor performance. Other factors considered to be responsible for poor performance are poor schooling of the students and lack of academic environment in the college. If we look at the mutuality relationship of these factors we find that lack of interest, lack of academic environment and low socio-economic status are mutually inclusive.

TABLE –5.2.7
THE REASONS OF GOOD PERFORMANCE OF NON MUSLIM STUDENTS

	RANK - 1	%	RANK - 2	%	RANK - 3	%	RANK - 4	%	RANK - 5	%	RANK - 6	%
1. Their Parents take interest in their study	2	10%	3	15%	4	20%	4	20%	2	10%	1	5%
2. They have keen interest in education	8	40%	4	20%	2	10%	1	5%	3	15%	2	10%
3. They work hard	4	20%	5	25%	3	15%	3	15%	2	10%	2	10%
4. They have the competitive spirit	4	20%	6	30%	4	20%	2	10%	3	15%	1	5%
5. They are economically well off	2	10%	1	5%	2	10%	3	15%	2	10%	2	10%
6. They have good schooling	—	—	1	5%	2	10%	2	10%	1	5%	3	15%
Total	n = 20	100%	n = 20	100%	n = 17	85%	n = 15	75%	n = 13	65%	n = 11	55%

Table 5.2.7 gives detail about the reasons of good performance of non-Muslim students. Looking at the other face of the picture college teachers are of the opinion that non-Muslim students show better performance. Asked to explain the reasons for this difference in the performance of the students on community line we find that 40 per cent teachers view 'keen interest in education' is the most significant factor for better performance of non-Muslim students. Hard work and parental interest in their study are some other factors for this difference. Sociologically it may be explained that a person's attitude and his world view is shaped by his perception of the world around him. The process of socialisation, socio-cultural values of the family and the community shape the orientation of their members. A person's perception of life and future is most important motivating factor to direct his action in life. The obvious difference in the performance of the students of the two communities is therefore a function of the socio-cultural milieu in which the individual is brought up and goals of life are set for him.

TABLE-5.2.8
THE CAUSES OF GOOD PERFORMANCE OF NON-MUSLIM INSTITUTIONS

	RANK - 1	%	RANK - 2	%	RANK - 3	%	RANK - 4	%
1. They have good management	5	25%	6	20%	7	35%	2	10%
2. The quality of average students is good.	9	45%	8	40%	3	15%	—	—
3. They have the best teachers	3	15%	4	20%	6	30%	4	20%
4. They have more resources	3	15%	2	10%	—	—	4	20%
TOTAL	N= 20	100%	N = 20	100%	N = 16	80%	N = 10	50%

The teachers have given their opinion in the table 5.2.8 that why the Non-Muslim institutions perform better in comparison to Muslim institutions? It is quite interesting to note the analysis of teachers regarding the good performance of non-Muslim institutions. 45 per cent teachers support that the quality of average students is good while 25 per cent teachers claim that they have good management. 15 per cent each say that they have the best teachers and they have more resources. Again in the second ranking 40 per cent teachers claim that the quality of average student is good. 30 per cent, 20 per cent and 10 per cent teachers support that they have good management, they have the best teachers and have more resources. In the third position 35 per cent teachers are of the view that they have good management and 30 per cent say that they have the best teachers and 15 per cent claim that the quality of average student is good.

Here the question is that when we have clear insight about the causes of our backwardness and know the reason of good performance of non-Muslim institutions then why we do not follow their path and don't try to remove the hurdles. In spite of knowing all the facts we are doing nothing for the improvement of our educational institutions. Why don't we do any things for the improvement of our college management and why don't we select the best teachers and why don't we motivate the students to perform better. As for as resources are concerned most of the institutions have enough resources but only the sincerity and honesty is required to utilise them properly.

TABLE – 5.2.9
AVAILABILITY OF LITERATURE AND READING MATERIAL

	Yes	%	No	%
1. Availability of recent publications	7	35%	13	65%
2. Availability of journals in the library	2	10%	18	90%
3. Utilisation of facilities	9	45%	11	55%

Table 5.2.9 gives detail about the availability of books and journals in the library. 35 per cent teachers say that some books are available in the library but 65 per cent teachers claim that the books are not available in the library in their subject. Only 10 per cent teachers say that journals are available in the library while 90 per cent teachers claim that Journals are not available in the library. Majority of the teachers do not borrow the books while only 45 per cent teachers say that they borrow books from the library.

Thus it is clear from the above figures that the condition of the library is not very good. Only few books are available which are not sufficient for the teachers and students. There are hardly one or two journals available in the library. Most of the teachers do not borrow books from the library and they purchase their own books. Here it is important to note that those who are teaching on fixed salary of 4000 or 5000 then how can they purchase a number of books. In this case they confined themselves only to few books and thus their teaching is effected. When the teacher is not doing the detailed study and not aware about the latest books then how can he teach and suggest his students.

TABLE –5.2.10
PARTICIPATION OF TEACHERS IN OTHER ACTIVITIES

	Yes	%	No	%
1. Do you assist in extra curricular activities?	7	35%	13	65%
2. Do you face disciplinary problem in the class?	8	40%	12	60%

Teachers' response regarding disciplinary problem in the class and their participation in extra curricular activities is given in Table-5.2.10. It is the view of only 35 per cent teachers that they assist the students in extra curricular activities while 65 per cent teachers say that they do not assist in extra curricular activities. It is so because there is not much provision of extra curricular activities like debates, quiz, drama, etc. Only few activities like N.C.C., N.S.S and some sports activities are organised.

In response to the disciplinary problem 40 per cent teachers claim that they face the disciplinary problem in the class while 60 per cent teachers claim that they do not face any such problem. However this fact seems to be interesting. Most of the students do not attend the class. Only the serious students attend the class. Due to this fact there are less chances of indisciplinary problem in the class. Only on few occasion when some miscreant students come to attend the class then such problem arises.

TABLE – 5.2.11
ACADEMIC INTERACTION BEYOND CLASSROOM

	F	%
(1) Frequently	4	20%
(2) Occasionally	9	45%
(3) Never	7	35%
	n = 20	100%

Table 5.2.11 presents the very interesting feature. It takes into account the teachers opinion whether the students come to them in the college to discuss their academic and personal problems. Only 20 per cent teachers say that students come to them in the college to discuss their academic and personal problem while 45 per cent say that they come to them only occasionally. There are 35% teachers who say that students never come to them for any solution of their problems.

The relationships between teachers and students are very formal. Most of the students do not attend the class and those who attend them, are confined upto that limit. They hardly bother to discuss anything with their teacher related to their academics. Those who want to discuss then either the teachers are not free or they do not respond positively. A good percentage of students who go to discuss their problems occasionally with their teachers belong to that category of students who want to know important questions which are to be asked in the examination.

TABLE – 5.2.12
LEVEL OF GUIDANCE BY TEACHERS

	F	%
(1) Frequently	7	35%
(2) Occasionally	10	50%
(3) Hardly ever	3	15%
	n = 20	100%

Teachers role in creating interest and shaping the personality of the students is not limited to classroom only. Education as a dynamic process needs effective and frequent involvement and interaction of its various components. Students teachers interaction outside of classroom situation like games and sports, literary and cultural activities, counselling and guidance, advisement and information play very important role in the motivation of the students. Table 5.2.12 deals with the level of guidance provided by the teachers to the students 35 per cent teachers accept that they frequently guide the students while a majority (50%) interact and guide their students beyond classroom situation occasionally. It seems that teacher taught relationship get diluted beyond formal interaction in the class. Thus classroom instruction and teachers impact does not get repeated those to get the impact routed in the minds of the students.

TABLE -5.2.13
COMPONENTS RESPONSIBLE FOR POOR FUNCTIONING OF THE COLLEGE AND BAD RESULTS

	RANK - 1	%	RANK - 2	%	RANK - 3	%	RANK - 4	%
1. Students	8	40%	6	30%	5	25%	1	5%
2. Teaching Staff	1	5%	87	35%	6	30%	6	30%
3. Management	9	45%	6	30%	4	20%	1	5%
4. Govt. Policies	2	10%	10	10%	5	25%	6	30%
TOTAL	N = 20	100%	N = 20	100%	N = 20	100%	N = 14	70%

Teachers held responsible the management and students for the poor functioning of the college and bad results as it is evident from Table 5.2.13. 45 per cent teachers blame the management responsible for the poor functioning while 40 per cent blame the students for it. In the second ranking 30 per cent each blame the students and management while 5 per cent and 35 per cent teachers according to first and second rank, blame the teaching staff for this present condition. A very low percentage of teachers blame the government policies for the present condition.

If we analyse the above stated figures then we will find that management is the major factor, which is responsible for the present deteriorating condition of the college. It is responsibility of the college management to make all possible arrangement for the smooth functioning of the college but instead of that they remain in conflict with each other. They bother less about the proper functioning of the college and remain busy in maintaining their power and fulfilling their needs. Their interest is not in running the college in the proper line but their interest is to hold their grip in the college affairs and get more and more advantages. It is not a platform to serve the community but it has become a source of prestige and honour in the society. They have their big businesses and have not time to look after the college. They hold the post because it helps to bring them in contact with different persons which is beneficial for the business and to hold the political grip in the society. They go beyond any limit for the maintenance of their power. Those who hold the post are not highly educated or specialised in the field of education. They have not experience of running the educational institutions. They get the post because of their influence and financial position. It is also due to the fact that no other person can hold the post in the college management except Qureshi and Lari community.

There is always conflict between teachers and management. The teachers are divided between anti and pro-management groups. They are also divided on the basis of caste, region etc. The management support one group and condemn the other. They do not give respect to the teachers and treat them very badly. The part time teachers are the main sufferers. They do not get full and timely salary. So they often go on strike in support of their different demands. This affects the general functioning of the college very badly. In the selection process of the teachers there is a lot of politics and it results in the selection of unsuitable candidates which causes the degradation of teaching staff.

The students also are very much responsible for the poor functioning and bad results. Very few of them attend the classes regularly. They are not serious about their career. They do not find education much useful in making their career. Their interest is confined only to pass out the exam. They do not go to their teachers to discuss their academic problems. They study only in the examination time and go through some cheaper books, which just help them to pass out examination with poor percentage. The teaching staff is also very much responsible for the present deteriorating condition. A good number of teachers are less interested in academics and more busy in petty politics. They do not take the classes very regularly and do not motivate the students for the same. They do not strive much to update their knowledge. The students do not find their lectures much relevant in their studies. The indifference attitude of teachers towards their students makes them passive and thus they do not consult them for the solution of their problems.

TABLE – 5.2.14
TEACHERS INITIATIVE FOR SEMINARS AND DISCUSSION GROUPS

	Yes	%	No	%
1 Have you started new courses in your Department ?	04	20%	16	80%
2 Does your department arrange seminars and discussion groups.?	04	20%	16	80%

Responses available as per Table 5.2.14 indicates that most of the department of the college(80%)have not introduced any new course or revised the existing syllabi during the last 5 years. This may be due to the fact introduction of new courses or revising old syllabus is not under direct jurisdiction of the college in affiliating universities. However the response of the teachers regarding organisation of seminars and conferences or discussion group in the college indicates that only 20 per cent have ever organised such academic exercise while 80 per cent departments of the college have never tried to organise seminars and discussion groups to raise the academic standard of the college. It is an obvious indication that no innovative efforts are given to provide new exposures to the faculty and the post graduate students of the college. This is an indication of a lack of academic interest and innovative environment in the college.

TABLE – 5.2.15
STUDENTS INTEREST IN ADDITIONAL READING

	F	%
(1) Very Good	---	---
(2) Good	3	15%
(3) Average	6	30%
(4) Poor	11	55%
	n = 20	100%

Teachers' efforts to motivate the students for additional reading are giving in Table 5.2.15. It reveals that majority of the teachers advise the students for additional reading other than the prescribed text. From teachers point of view the response of the students is either average (30%) or poor (55%). It shows a lack of effective teacher taught relationship in the college.

This analysis makes the clear understanding that the students are not much aware about their career and they do not respond positively towards their teachers suggestions. They are not competition oriented and bother less about study. The teachers role is to suggest and motivate the students but when their response is not positive then he become indifferent and feels no enthusiasm to take such initiative. It is the responsibility of the students to take interest in their study and to show positive response towards their suggestions.

TABLE – 5.2.16
AVAILABILITY OF PHYSICAL FACILITIES

	F	%
(1) Very Good	---	---
(2) Good	3	15%
(3) Average	11	55%
(4) Poor	6	30%
	n = 20	100%

Teachers opinion regarding the college building and classroom has been given in the Table – 5.2.16. No teacher is of the opinion that college building and classrooms are very good while 15 per cent are of the opinion they are good. 55 per cent teachers find the college building and classrooms only average while 30 per cent say that it is poor. Thus the majority of the teachers are not much satisfied with the condition of college building and the construction of classroom. In spite of the fact that the college has the sufficient land to construct some good classrooms and even they are in a position to build the hostel for the students but due to mismanagement and lack of interest such developments have not taken place. A few rooms were constructed but the quality of the material used in it was not upto the mark. So the need of the hour is to make serious attempt for the proper development of the college and again the proper vigilance is necessary to assist the development works. All this is necessary because without proper infrastructure i.e. building classroom, library facility, hostel, play ground etc, there is less chance of improvement of the college. A good quality of students will be attracted only when such developments will be made and then they can produce the desired results.

TABLE – 5.2.17
ACADEMIC LEVEL OF COLLEGE TEACHERS

	F	%
(1) Outstanding	2	10%
(2) Good	12	60%
(3) Average	6	30%
(4) Poor	---	---
	n = 20	100%

Table 5.2.17 takes into account the teachers opinion about the level of the college staff. 10 per cent teachers are of the opinion that their teaching staff is outstanding while 60 per cent are of the opinion that it is good. It is the opinion of 30 per cent teachers that the teaching staff is average.

Thus it is clear that most of the teaching staff is good and they are highly qualified but the question is that how far they make use of their intelligence. How sincere they are about their class lectures, students and academics? Is the qualification just to fulfil the criteria or they have the potential in real sense? How seriously they take the classes, prepare the lectures, listen the students' problem and suggest them? Whether they can motivate the students to mould their personality or not? If such staff is there then what is the reason of poor performance of students and why the students not motivate and take interest in their education? Why do the students not find the classroom lectures much helpful in their study and do not attend the classroom? These are some of the questions, which strike the researcher's mind.

TABLE – 5.2.18
MANAGEMENT AND STAFF RELATIONSHIP

	F	%
(1) Very cordial	2	10%
(2) Functional	5	25%
(3) Satisfactory	7	35%
(5) Tense	6	30%
	n = 20	100%

The information regarding the relationship between college staff and the management is given in Table 5.2.18. It is the opinion of 10 per cent teachers that the relationship between college staff and management is very cordial while 25 per cent teachers has given opinion that their relationship with the college management is just functional. 35 per cent teachers find it satisfactory but 30 per cent teachers claim that the relationship between college staff and the management is tense.

For the smooth functioning of any institution the first thing which is very necessary is that there should be very cordial relationship between the members of that institution. In case of any educational institution the relationship between the management and teachers should be very cordial. If this is lagging then the institution can not function effectively and there will always be one or other problem. To over come any problem and to improve the educational standard it is necessary that they should understand each other and try to keep the balance.

As the data reveals that the relation between college staff and the management is not very cordial then how is it possible to run the college very smoothly and effectively? Majority of the teachers are of the opinion that their relation are just satisfactory or tense. In these situation we can not think of any ideal position between them. There are always

a number of problems and it has led to degradation of the academic standard, poor teaching, poor results etc. The development work also has come to halt and thus the overall condition of the college has become grim.

TABLE – 5.2.19
CRITERIA OF SELECTION OF TEACHING STAFF

	F	%
(1) Quality and performance	13	65%
(2) Community consideration	4	20%
(3) Recommendation of influential person	3	15%
	n = 20	100%

Table 5.2.19 gives information regarding the base of selection of teaching staff. 65 per cent teachers view that the selection of teaching staff is based on quality and performance. 20 per cent teachers are of the opinion that their selection is based on community consideration and 15% are also of the view that the teaching staff is selected on the recommendation of influential persons.

Non academic consideration like community basis and recommendations adversely affect the selection process for the recruitment of teaching staff. 7 out of 20 i.e. 35 per cent teachers accept that being a minority institution college managing committee is empowered for appointment but selection is not mostly on the basis of merit and performance. More than 1/3rd teaching faculty has been recruited on the consideration other than academics in term of social structure family and kinship and community relations play important role traditionally. In any modern institution of higher learning if these elements of social structure get extended into formal relationship between different

components of the organisation of the institution, it is bound to create a conflict which may occasionally lead to a systemic crisis and consequently jeopardise the performance. Muslim managed minority institutions are becoming the victim of a clash between the force of traditions and demands of modernity.

TABLE –5.2.20
ROLE OF MANAGEMENT IN THE FUNCTIONING OF THE COLLEGE

	Yes	%	No	%
1. Do you think that the college management affects your teaching in one or other way?	5	25%	15	75%
2. Are you satisfied with the functioning of the college management?	8	40%	12	60%
3. Do you think that management politics has a negative effect on the educational programme?	17	85%	3	15%
4. Do you think that there is a need of some change in the college management?	14	70%	6	30%
5. Does the management divide the teaching staff?	13	65%	7	35%

Table 5.2.20 gives information on different issues regarding the teachers relation with the college management. In response to the first question that the college management affects your teaching in one or other way, 25 per cent teachers say yes while 75 per cent are not agree with this question. 40 per cent staff is satisfied with the functioning of the college management while 60 per cent staff is unsatisfied with the functioning of the college management. It is the opinion of 85 per cent teachers that students and teachers politics have a negative effect on the educational programme while

15 per cent teachers are not agree with it. 70 per cent staff is in favour of some change in the college management while 30 per cent staff is not in favour of any change in the college management. 65 per cent teachers are agree that management divides the teaching staff.

Thus in light of the above stated figures it can be concluded that majority of the teachers are not satisfied with the functioning of the management and they want change. Though they do not think that college management affect their teaching but when they are not satisfied with them then automatically there will be tussle between them and it will affect the general functioning of the college.

TABLE – 5.2.21
ROLE OF PRINCIPAL IN COLLEGE ADMINISTRATION

	Yes	%	No	%
1. Does the principal support a particular group and condemn the other group?	7	35%	13	65%
2. Do the groups supported by the principal get some advantage and enjoy the position?	7	35%	13	65%
3. Do you think that management is also responsible for the division of the teachers in different groups?	12	60%	8	40%
4. Do some teachers group exploit the students for their political grip and to enjoy the power?	6	30%	14	70%
5. Does the management use some teachers and students for the maintenance of their power and position?	13	65%	7	35%
6. Do you associate yourself with some teachers group in the college?	6	30%	14	70%

In the administrative and academic matters of the college relationship between a trio i.e. management, principal and the teachings is very important. But most is the role of principal as its location is central administrative it is related with management and academically it concerns with the teachers. How effective the principal is in his role in the administration of the college, determines the final image of the institution. Teachers are the best judge and indicator of the status of the principal. The studied sample of the teachers provides the information as indicated in Table 5.2.21. 35 per cent teachers agree that principal support a particular group and condemn the other group and the group supported by the principal get some advantage and enjoy the position while 65 per cent teachers do not agree with this view. 60 per cent teachers blame management for the division of the teachers in different groups while 40 per cent teachers do not support this view. 70 per cent teachers do not support the view that teachers group exploit the students for their political grip and to enjoy the power but 30 per cent of them are agree with this statement. In response to the question whether the management use some teachers and students for the maintenance of their power and position, 65 per cent teachers agree with this statement while 35 per cent do not agree with it. 30 per cent teachers say that they associate themselves with some teachers group in the college but 70 per cent say that they do not associate themselves with any teacher group in the college.

The above data reveals that there is a lot of internal politics and it has effected the educational environment of the college. Principal, teachers, management all are in tussle with each other and divided on the basis of anti management, pro-management etc. This politics sometime take the ugly shape and the students become victims of it.

TABLE -5.2.22
ROLE OF POLITICAL GROUPS OF TEACHERS IN STUDENTS POLITICS

	CHOICE - 1	%	CHOICE - 2	%	CHOICE - 3	%	CHOICE - 4	%
1. Encourage students for leadership	2	10%	4	20%	6	30%	3	15%
2. Exploit them for their use	9	45%	6	30%	3	15%	2	10%
3. Use them against the college management	6	30%	5	25%	7	35%	2	10%
4. Help to run the administration smoothly	3	15%	5	25%	4	20%	3	15%
	n = 20	100%	n = 20	100%	n = 20	100%	n = 10	50%

Table- 5.2.22 gives information about the role of political groups of teachers play in students politics. Majority of the teachers are of the opinion that the political groups of teachers exploit the students for their use. 45 per cent, 30 per cent, 15 per cent, and 10 per cent teachers say according to their first, second, third and fourth choice that the political group of teachers exploit them for their use. Political group of teachers use the students against the college management, is the opinion of 30 per cent, 25 per cent, 35 per cent, and 10 per cent teachers according to first, second, third and fourth choice. 10 per cent, 20 per cent, 30 per cent, and 15 per cent teachers claim that the political group encourage the students for leadership. 15 per cent, 25 per cent, 20 per cent, and 15 per cent teachers are of the opinion that they help to run the administration smoothly.

The above data reveals that Muslim educational institutions are the victim of internal politics. It has crippled into the system very deeply and has adversely affected the whole system. The development process has come to a halt and it has even become difficult to run the institution systematically. The political group of teachers are always in conflict with each other and with management. They use the students for their political purpose and exploit them against the college management. These are some of the practices which has affected the system very badly and the academic activities are the least interesting activities in the college.

CHAPTER –VI

CONCLUSION

CHAPTER - 6

CONCLUSIONS

The present study is an attempt to examine the functioning of Muslim managed higher educational institutions. The study is conducted particularly with reference to the post graduate degree college as a minority institution managed by Muslims in an urban situation. It is entitled as “Muslim Managed Higher Educational Institutions in Uttar Pradesh: - A case study of Teachers Role and Students Performance in Kanpur.”

Dividing the whole exercise into five major chapters it begins with the constitutional provisions available for the educational upliftment of minorities in India.

Article 29(ii) of the constitution declares “No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds of religion, race, caste, language or any of them.”

Article 30(i) of the constitution declares “all minorities whether based on religion or language shall have the right to establish and administer educational institution of their choice.”

Article 30(ii) of the constitution declares “The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.”

Thus, the government of India has taken various steps to implement the above stated constitutional provisions for minorities. A number of such minority institutions have been set up and there is a continuous growth in these institutions.

The achievement of Muslim minorities in the field of education especially the higher education is not satisfactory. Though Muslim educational backwardness is a component of the backwardness of the Indian masses in general but if we compare the educational status of Muslims with other communities then we find that Muslims are lagging behind in the field of education. Whatever information is available from the micro and macro studies clearly indicates that Muslims are educationally backward than other communities.

Some scholars and Sociologists have discussed the status and problems of Muslims in India. Almost all the studies concluded one pointed conclusion that Indian Muslims are educationally backward for various reasons. Generally two explanation are forwarded for this state of affairs. One explanation is that they have been slow to take advantage of the vast educational development due to their particular attitudes or cultural ethos. According to the proponents of this view point, Muslims have failed to respond to secular education or take advantage of educational development on account of their resistance to secular education, the emphasis among them being upon sending the child to traditional Islamic educational institution rather than to a modern, secular institution and their strong tendency to reject secular learning for religious education. Another version in regard of this explanation is that Muslim are reluctant to take to secular education because of an acute Psychological complex. As a religious minority. Muslims have coiled themselves up into their cultural shell and are suffering from an acute minority complex. This Psychological complex acts as a serious barrier to their integration into the mainstream of national life and has prevented from taking advantage of the expanding educational opportunities in contemporary India.

The second explanation also lays emphasis upon the status of the community as a religious minority. However, this explanation does not hold the Muslims responsible for their educational backwardness. Instead, it lays the blame upon the society at a large and its discriminatory attitudes. According to the explanation the Muslims are neither reluctant to take to secular education because of their preoccupation with religion and religious education, nor due to their minority complex. Their educational backwardness can be explained in terms of an invidious discrimination against them. This reasoning has led a section among the Muslim elite in recent years to demand reservation for Muslims in educational institution in order to enable them to take advantage of educational facilities.

Most formidable explanation has been offered by Sharma (1987) which emphasises the absence of middle class leadership among Muslims in the early Phases of Post independent India which functions as a link between the upper and lower strata of the community. Shah (1983) conducted a detailed survey in 1982-83 of 430 Muslim managed schools in 15 states and one union territory on behalf of Hamdard Education foundation and found that there were 13.2 per cent private unaided school did not receive any financial assistance from any government. The condition of almost all the surveyed schools, according to the report, was not satisfactory. Most of these schools suffered from paucity of finance, lack of facilities for education, high rate of drop outs and above all, ineffective management resulting in lack of enthusiasm in teachers, inadequate teaching and frequent teachers' absenteeism from schools.

Taking insight from different studies conducted in the field of education among Muslims, the present study has forwarded certain hypotheses for empirical test and

verification. For the collection of data three sets of questionnaire schedule have been developed to enlist information from the management, teaching faculty and the students.

Each questionnaire consists of a number of questions which provide detailed information about the college. The questionnaire for students takes into account the different components like the educational status of their parents, the monthly income of their parents, reasons of selecting the college, their assessment about their performance in the college, their views about the teaching and functioning of the college, teachers and students relationship, games and sports and other facilities provided by the college, role of teachers and management in the functioning of the college etc.

The questionnaire for teachers takes into account the teachers' view about the college, management, students, teaching faculty, selection process, teaching in the college etc. In the same way questionnaire for management gives ample information about the different components of the college.

In doing this exercise initial insight have been drawn from Weberian Theory of social structure and development with particular reference to Weber's historical work of the Protestant Ethic and Spirit of Capitalism. Social structure of a particular community influences the individual and the group behaviour and orientation to their worldly achievement. Education as an important component of social structure sets the attitude of people for worldly success. But at the same time other components like religion, economy and polity also deeply influence the level of educational attainment of people.

Thus, if we see the social structure of Islam then we will find that social structure is constructed on the basis of instruction contained in the Quran and Sunnah. The Quran

is precise and well defined document of God's words as conveyed to prophet Mohammad(s).

Where as the sunnah is the totality of traditions which record what the Prophet is supposed to have said or done. Islam has been a great synthesising force. It binds Muslims of different parts of world and of different Socio-Linguistic groups together in a cohesive community and thus makes them distinct from non-Muslim communities. It also provides them a system of beliefs, which at the level of faith, no doubt, is universal, immutable and commonly shared by all Muslims all over the world.

But apart from that Muslims are heterogeneous and plural society. They speak different languages and belong to different races. Among them are tribal, rural and city dwellers. They are of various classes. They differ from region to region and within region from group to group in terms of social organisation and cultural practices. Thus, Arab Muslims are distinct from non-Arabs in terms of family, marriage, kinship and other social organisations. Muslims are not uniform in religious practices. Not merely differences but conflicts on many religious issues do exist among them. They are divided in Shias and Sunnis and within each of them, varieties of sub-sects are there. Each sect and sub sect is peculiar in its religious perception and social practices.

As far as Islam is concerned it places a greater emphasis on education. From Islamic point of view education is inseparable from the society as a whole. The Holy Quran attaches paramount importance to the values of acquiring knowledge and wisdom. In numerous verses the Holy Book enjoins its believers to make search for knowledge as their sacred duty. The first revelation that came to the prophet of Islam was about the reading and writing. "Read in the name of they lord and cherisher who created man out of

mere clot of blood. Read and thy lord is the most beautiful he who taught the use of Pen. Taught man which he knew not.”

In Islam education is obligatory on all Muslims, men and women right from the cradle to the grave. As such it is concerned not merely with opening schools and various institutions or with providing facilities at Primary or secondary stage but it visualises on education for all, including adults, regardless of age, at all stages of life. Its aim is the development of a healthy personality assuring security through knowledge. In Islam education is a progressive Phenomenon and its requirement vary from place to place, from age to age and from time to time. In Islam Al Ilm is one of the primary attributes of God, which a Muslim required to achieve to the best of his ability in order to come closer to his creator.

Thus, in the light of broad concept of Islamic education and to the closer evaluation of Islamic history where great advances were made in various branches of sciences, a question does arise here how is it that Muslims of today who are the followers of same Islam which taught science to the whole world in its initial stages are at present lagging far behind others in education specially the Indian Muslims?

To answer these questions we have to go back into the past history of Indian Muslims. In the Mughal period the whole Muslim education was confined to Maktabas and Madarsas where Arabic, Persian and religious education was imparted only to a selected group of people. The same system was continued under the British rule also.

After the revolt of 1857 Muslims lost their Power and Prestige. The Jagirs and other facilities which they enjoyed before the revolt were taken away. Thus the Muslims were pushed behind politically as well as economically. The higher classes Muslims

began to sink into poverty and sub-merged into the lower social strata because western education had become the criteria for recruitment in government jobs.

On the other hand Muslims confined themselves to their traditional education through Maktabas and Madarsa and rejected the western English education. This aversion toward English education is considered largely due to the rigidity and orthodoxy of their religious beliefs and a feeling that English education, which the British had brought, will certainly imperil their religion. Muslim fundamentalist and the theologists were not in favour of accepting English education and thought that the English education is contrary to their belief, religion and culture.

However, with the passage of time the need of western education for Muslims was felt. Sir Syed Ahmad Khan regenerated the courage of the Muslims by preparing them to adopt modern education. He said that Muslims must change their outlook, be in keeping with the changed times, and above everything else they must give up their negative attitude, and take assiduously to the pursuit of modern education. Keeping in mind the need of English education Sir Syed Ahmad Khan started Mohammadan Anglo Oriental College at Aligarh in 1875. The aim of this college was to educate Muslim youths in science through the medium of English, but in Islamic environment. It was regarded as the first modern institution in Islam.

But this move was strongly opposed by conservative Muslims. Sir Syed Ahmad Khan's faith in Islam was doubted and the religious elites declared him Kafir. Thus, the Muslim community did not follow the modern education whole heartedly and it remained confined only to upper social strata. Only a small class of Muslims was benefited from the modern education and the medium and lower classes confined themselves with their

traditional education. Their representation in government services declined. Thus, slowly Muslims became very backward due to their conservatism. Only in some parts the Muslims responded positively. The situation was not the same in the whole country. The regional differences exist in the educational attainment of the Muslims. As compared to Bengal, the situation was far better in Uttar Pradesh and Punjab.

But after independence a huge number of educated middle Class Muslims from North India migrated to Pakistan. The majority of the Muslim who left in India were consist of landless labourers, cultivators, handicraft workers, slum dwellers and the like. They were having neither any political organisation or well known leaders. The communal violence, which took place just after partition, made them more suspicious.

Thus, with an initial halt Muslims started responding very slowly in the building of nation but the educational gap has not filled even today and still they are lagging behind educationally in comparison to other communities. It is argued that the roots of the problem lie in the social structure of the community. It is their social structure which has adhered them to take education. Institutions like family religion, education, economy, groups, organisation are part of social structure. They are related to one another and influence each other. Disturbance in one part or the other affect the whole system. Thus, it is the reflection of the social structure of the Muslims which has affected the educational attainment and has led to the educational backwardness of the community. Thus the urgent need is to bring change in their social structure.

In Chapter 3.1 the concept and the role of management in higher educational institutions has been discussed. Technically speaking management is an activity which

refers to the functions of planning, organising, co-ordinating, directing supervising, communicating, staffing and controlling.

In case of management committee as a component in non-government educational institutions is a group of conscious citizens interested in the educational upliftment of society. It is supposed to arrange necessary physical facilities, recruit qualified staff and look after the academic development of the institution.

But situations as obtained in the present study is otherwise. Majority of the members are recruited on caste (Beradri) basis without any consideration to their educational qualification. Management committee is mostly a power-wielding group. There are litigation for different positions in the committee. There are two sets of management committee claiming and counter claiming their control to run the college. Thus the prevalent conditions of the college has led to the deterioration of the educational atmosphere of the college and certain other things has got preference instead of education.

In Chapter 3.2, the theoretical aspects of teachers role and students performance have been discussed. The teachers occupies an important place in the educational system. They are ideally suited to fulfil two basic set of roles. One set corresponds with the major functions, socialisation and evaluation. The second set is concerned with the motivation of pupils, maintaining control and generally creating an environment of learning.

A teacher may influence his students in many ways. To some students the teacher may be an extrinsic source of motivation pressuring the students to engage in intellectual activities and self-examination that he might not otherwise undertake; for other students

he may support or encourage an already intrinsic motivation for learning, self awareness and personal growth.

In this way the teachers and students forms a relationship which create the necessary climate in which the students grow and the teacher finds a meaning for what he is trying to do. To fulfil the educational objectives it is necessary that the teachers and students must have cordial relationship. While the teachers have to exhibit due love and affection for his students, the students on his part should show due respect to his teachers. The teacher should work as a friend, Philosopher and guide of students for the all round development of the personality of his students.

The whole system of University and Colleges is organised for the desirable success of the students in the field of education. Students are expected to prosecute studies of the prescribed courses, be decent as members of the academic society, acquire knowledge and proficiency and then to leave to enter the world of work, to fulfil their obligations as worthy citizens of the country.

But everything does not go in the desired way and shortcoming arise on the part of administration, faculty and the part of the students. The present situation is that the traditional organisation of teaching is not sufficient to meet the present needs and requirements of the students and society. Due to the expansion of science and technology, knowledge and human expectations, the role of education has changed. The net result of this is that a gap has arisen between educational expansion and the needs of society, economy and polity. In absence of technical and vocational educational institutions, the college and universities have produced unskilled graduates and these unskilled graduates form the highest percentage of educational unemployment and underemployment.

Thus, the present crisis is on the part of both the teachers and students. The academic interaction between the students and teachers has become less due to the growing number of students, indiscipline among the students, lack of interest on behalf of teachers, less expertise in their respective subjects etc. Seminars and tutorial are treated as routine and only few teachers take a serious interest in the students' urge to acquire knowledge through discussions. Academic standard of the students is also effected by defective system of evaluation and examinations

Analysis of data as discussed in Chapter 5 help us to arrive at certain theoretical inferences and logical conclusions. The data presented on the educational status of students' parents confirm that majority of the Muslim students are first generation learner. The environment at home is not conducive for education. The parents do not have clear insight about education. Being illiterate they do not have the direct control on the quality of education. Therefore, the reason of poor performance of Muslim students as compared to non-Muslims students is the result of the low educational level of parents.

Majority of the students (Muslims 56.81% and non-Muslim 60%) belong to lower middle, and lower class. These data indicate that the college mostly attracts low income group students. This shows that those who are having good income do not prefer this college.

Regarding the reason for selecting the college for admission, there are 36% students who have given first choice for this college because according to them the college is quite near to their home. The second important consideration by the students (32%) to opt for this college is because it belongs to their community. These responses are ample evidence that majority of the students do not bother for performance and

excellence as it is not in the priority of their studentship. Choice of convenience and preference to college of their community shows their psychology that they do not bother much about quality education. It is also an indicator of a misplaced realisation that degree of higher education will serve the cause or purpose even without standard in quality. It shows that they have not opted this college to avail an opportunity to excel in performance, to grow and move forward, and to make an attempt to make dignified placement in the world of relationships and national life.

Regarding the educational atmosphere of the college, It is the opinion of 49.2% students that educational atmosphere of the college is average and 26.44% students are of the opinion that educational atmosphere of their college is poor. 47.6% students claim that their performance in terms of their percentage has decreased after joining the college. Majority of the students (78%) are not satisfied with their performance in the college. The data mentioned here provide an ample evidence of institutional failure. Its components i.e. college administration, teaching faculty and management are not able to develop a co-ordinated and concerted efforts to create conducive academic environment in the college. Objective analysis of data indicates that no single component can be held responsible for this state of affairs. It seems a vicious circle of the relationship of cause, effect and counter, effect. Thus it seems social structure is showing symptoms of breakdown.

On asking about classroom teaching, only 31.2% students confess that they attend the classes regularly while 68.8% students do not attend the classes regularly. The reasons mentioned for this absenteeism are poor infrastructure such as building, classroom, library etc., but it is not the fact. From students point of view two factors are

more important. The first one is 'College environment is not good'. It is the opinion of 55.81% students in first choice and secondly 'teachers do not teach well; is the opinion of 20.34% students. This shows the degrading condition of the college where very few students attend classes because they do not find the college environment conducive for their study and also claim that teachers do not teach well.

There is no proper arrangement of facilities like library, games and sport, and other extra curricular activities. 60 per cent students claim that college library does not open at convenient time and 86 per cent students claim that it does not have sufficient books and 80.8 percent students say that they do not borrow books from the library. 86 per cent students claim that extra curricular activities are not organised in their college. 92.8 per cent students are not satisfied with the arrangement of extra curricular activities. This shows that institution is not only lagging behind in providing quality education but also not ahead in other activities. A good library is the basic necessity of any educational institution. It not only provides literature related to the curriculum prescribed for different classes but also exposes the teachers and students different aspects of knowledge to develop cosmopolitan personality. Games and sports, quiz, drama, debate also help in all round development of the personality. But in absence of such facilities there is no possibility to produce the great personalities who contribute in the development of the community and the nation.

A great majority of the students (65.6%) are of the opinion that economic constraint creates problem in their education. Due to poor economic background the students face a lot of problems. In absence of quality education their academic background remain poor and thus they are unable to compete the others in the job market.

It results in the low representation of Muslims in government and semi- government jobs. The graduates of these institutions have lack of confidence and lack of competency. A great majority of the students (70.4%) do not find themselves fit for the competitive exams and 72 per cent students do not expect a good job after completing their study. 44per cent students believe that the main hurdle of getting a good job is discrimination in jobs against the Muslims. But the real causes for this backwardness seems to be relevant are lack of confidence, lack of competitive spirit, the psychology of keeping aloof from the main stream etc. It is the outcome of traditional social structure of Muslims which do not prepare them to face the challenges of the competitive world. Their social structure is such where there is no competitive environment and it is pushing them behind in comparison to other communities.

Effective teacher student interaction is the key of academic progress of any institution. In the present study it is found that majority of students are deprived of any opportunity of academic interaction with the teachers outside of the class. Thus students problems go unattended and remain unsolved. This situation naturally leads to downing of students interest in studies. In response to a query regarding the availability of teachers, majority of the students express the opinion that the teachers generally do not help them academically. This situation therefore leads to a very poor teacher taught relationship in the college. Sociologically its consequences are manifested in the form of indiscipline of the students and a poor law and order in the campus. Indifferent attitude of teachers towards their students result into lack of motivation among the students. From students' point of view (56%) it is observed that most of the teachers are academically not sound and do not know their subject well as they are appointed on non academic

criteria like community (Biradri) and religion. This situation also reflects the mutual dependence of the management and the teaching faculty for their vested interest.

Management as we know is a significant component in privately managed educational institutions. In this study more than 50% students express the feeling that the role of the management in the functioning of the college is of interference. Management generally coerce the college administration for selfish and personal gains and extra constitutional benefits.

Thus it is found that the three basic components i.e. management, teachers and the students live and interact for selfish motives and personal gains. The performance and the image of the institution is bound to suffer.

In any institution of higher learning teaching faculty must be continuously pursuing advanced and modern areas of knowledge. University Grants Commission has set certain provisions for University and College teachers to update their knowledge. In the present study it was found that 80% teaching staff have not taken refresher course. Participation in seminars and conferences also provide exposure to new areas of knowledge. Data obtained regarding the teachers reveal that 50% teachers have not participated in any seminar or conference. There are very few teachers who have any published work to their credit. These empirical facts indicate towards a poor academic orientation of teachers. The implication of the situation are obvious and none but the students are the ultimate sufferers.

When we look at the performance of the students from teachers point of view it is found that most of the teachers raise the students performance either just satisfactory or poor. The data reveals that majority of the students are not serious in their study. They

just pass out the exam without bothering much about their future career. It is the reflection of their social structure which is seen in the form of the results of the students. They are first generation learner. Their parents do not bother much about them and there is no one at home to guide them. Thus, the educational atmosphere at home, neighbourhood and in the society affects their performance. The reasons which the teachers cite for the poor performance of Muslim students are lack of interest in education and low socio-economic status. Other factors considered responsible for poor performance are poor schooling of the students and lack of academic environment in the college.

In response to a query, 45% teachers blame the students for poor functioning while 40% teachers blame the management for it. It is also revealing to note that only 5% teachers blame their teaching staff for the poor functioning. Thus, in the teachers opinion the management and the students are responsible for this deteriorating condition. In contrary to this 56% students say that teachers are less competent and responsible for the present condition of the college. They also blame the management and 52% students are not satisfied with the functioning of the managing committee. It is also interesting to note that managing committee blames the students and teachers for the present conditions.

The explanation-presented above help us to conclude that there is serious vicious circle that hampers the performance of the institution. Being a Muslim managed minority institution members of managing committee are from that community. This reflects the ethos of the community. Social and Political forces operative in the community life of the Muslims particularly in the Urban situation determine the nature and functioning of the managing committee. Divided into caste like groups or Biradri (Occupational categories)

Muslim community like any other community tries to exercise its control on educational institution. As governing body of the college it makes its important decisions particularly in the appointment of the principal and the teaching faculty. Obviously the force of the community gets ample space to play important role. Recruitment clearly qualifies two criteria. One, to give employment to the members of a particular religious group and second, to exercise control on the appointed faculty. In exercising these socio-political influence managing committee gets divided into groups and lobbies which locate their constituencies among the members of teaching staff. Thus, a teacher is more loyal to one or the other factions of the committee who in return protect their interest. Thus, the larger interest of the institution are pushed into background and loyalty with the institution gets a back seat.

Nature and functioning of the group of students studying in the college are directly affected by the operative relationship between teachers and management. Majority of the students have the basic feeling that the institutions of the their community and as a member of the community, naturally detracts students attention from academic pursuance to groupism and factional politics. Thus the academic institution appears a miniature picture of the social structure of the community it belongs. This situation naturally leads to weakening of the administration of the college. Principal as the head of the institution is the appointee of the management due to functional division being supported by management. It becomes difficult for the college administration to keep the institution on academic record. Thus academic aspect of the institution become a weak to functioning of the college become directly affected by pressure tactics and extra

constitutional means. The college image and reputation goes very down and the students life and career is utterly neglected.

The need of the hour is that sober elements of the community must realise the importance of a good academic institution in imparting modern knowledge to the young generation. Some ways and means are to be devised to sensitise moral sensitivities of the community to send genuine and well meaning people in the committee of the management. On the other hand the agencies and the organisations like the University, UGC and Ministry of HRD should also play a vigilant role to arrest the deteriorating trend in these institution. It is good for both, the community and the nation.

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**Department of Sociology & Social Work
A.M.U. Aligarh**

**Topic :- "Muslim Managed Higher Educational Institutions
In Uttar Pradesh: A case study of Teachers' Role and
Students' Performance in Kanpur"**

**Questionnaire-Schedule
(For Students)**

Date.....

1. Age :
2. Sex : Male/Female
3. Religion :
4. Caste/Community :
5. Social Background : Rural/Urban
6. City and State :
7. Mother Tongue :
8. Type of Family : Joint/Nuclear
9. Educational Status of Parents : (a) Father :
(b) Mother :
10. Occupation of Parents : (a) Father :
(b) Mother :
11. Monthly Income of Parents : (a) Father :
(b) Mother :
12. Number of Brothers and Sisters:
13. Number of Educated members :
in the family
14. Your position in the family :

15. Examination passed last year :
- | | | | |
|-----------|------------------|------------|-----------------|
| (i) Class | (ii) Institution | (iii) Year | (iv) Percentage |
|-----------|------------------|------------|-----------------|
16. Class and College at present :
17. Main Subject of Study :
18. Subsidiary Subjects :
19. Duration of study in this College :
20. Reason for selecting this College
(write 1,2,3,4 etc. in order of preference)
- (a) It is the best college (b) It is near your home
- (c) It is not expensive (d) It is a college of your community
- (d) Admission in other colleges was not available
- (e) Your family members and friends suggested you
21. How do you find educational atmosphere of this college?
- (a) Very Good (b) Good (c) Average (d) Poor
22. What change did you find in your performance after joining this college?
- (a) % increase (b) %decrease (c) No change
23. Are You satisfied with your performance in this college? : Yes / No
24. Do you agree that parents/relatives of some students try to influence the principal/teachers for some benefits such as good marks/fee concession etc :Yes / No
25. Do you agree that recommendations for some favour or benefit work in the college ? :Yes / No
26. Where do you reside?
- (a) Hostel (b) Home (c) Rental room (d) other arrangement
27. What kind of Hostel room do you have ?
- (a) Single (b) Double (c) Triple (d) More
28. Are you satisfied with the hostel facilities? :Yes / No
29. Do you think that there is lack of hostel facility in Your college? Yes/ No
30. Are you receiving any financial aid provided by the college? : Yes / No
31. If yes, then what is it?
- (a) Scholarship (b) Fee concession (c) Other
32. Do you attend the classes regularly? :Yes / No

33. If no, then what is the reason of not attending the classes regularly?
(Rank 1,2,3 etc. in order of importance)
- (a) Teachers do not teach well (b) Classes are over crowded
- (c) College environment is not good (d) Least interest in attending the classes
- (e) Classes do not help much (f) Teachers give attendance
Without attending the class
34. If yes, what percentage of your classes do you attend per week?
35. Is there a provision for tutorial or special classes? : Yes/No
36. Do you think that there is a need to change the present system of teaching?
: Yes/ No
37. Do you think that there is a need to change the present curriculum? : Yes/ No
38. Is the college library open at convenient times? : Yes/ No
39. Is the college library having the sufficient books for Your use? : Yes/ No
40. How many books generally do you borrow form the library in a month? :
41. Are you confined only to library or you purchase your own books? :
42. How many books generally do you purchase every year? :
43. Are the books/reading material you purchase/hire have been
Prescribed in your course/suggested by the teacher? :
44. Are the extra curricular activities (like sports, cultural programmes,
NCC etc.) organised in your college regularly? : Yes/ No
45. Do you feel that arrangement for extra curricular activities are satisfactory?
: Yes/ No
46. Do you participate in these extra curricular activities? : Yes/ No
47. Have you ever won a prize? : Yes/ No
48. Are you satisfied with the teaching in your college? : Yes / No
49. If No, Why? (Write 1,2,3,4 etc. in order of preference.)
- (a) Teachers are less competent (b) They do not want to teach
- (c) They are busy in college politics and do not care for the students
- (d) They have no interest in teaching and are not academic oriented
- (e) The managing committee do not check them

50. Are you aware of any group politics of teachers in your college? :Yes / No
51. What is the impact of teachers politics on the performance of the students?
 (a) Bad impact (b) Less impact (c) No impact
52. When do you contact your teachers to discuss your academic problems?
 (a) Very often (b) Often (c) Occasionally (d) Never
53. Do the teachers help you to solve your academic problem?
 (a) Very often (b) often (c) occasionally (d) Never
54. Do you go for tuition after the college hours? : Yes/ No
55. Why do you take tuition?
 (a) To supplement college studies (b) Because teacher ask you
 (c) To come closer to the teacher for good marks
56. Who gives you tuition? :
 (a) Subject teacher (b) Retired teacher (c) Some other person
57. What is the attitude of teachers for their students?
 (a) Encouraging (b) just helpful (c) indifferent (d) Discouraging
58. Do you think that your teachers are academically sound and have good command in their respective subjects? : Yes/ No
59. Do you think that teachers have been really interested in listening to you and helping you? : Yes/ No
60. Are you allowed to discuss the points concerning your studies in class? :
 (a) Frequently (b) Occasionally (c) Never
61. Do you think that you have improved after joining this college?
 (a) Yes (b) No (c) Can't say
62. How many hours per week normally you spend for reading your subject books prescribed in your syllabus? : ----- hours
63. How many hours per week normally do you spend in reading other books? not prescribed in your syllabus ? :-----hours
64. Do you participate in student politics? :Yes/ No
65. Did you ever contest for students union election? : Yes/ No
66. Do you find yourself closely related with any student leader? : Yes / No
67. Do you think that students union can help the students in solving their problems? : Yes/ No

68. Students leaders influence admissions and other decisions in the college. Do you agree?
: Yes/ No
69. In your opinion what is the role of students Union?
(a) Check the management (b) Fight for the cause of students problems
(c) Make the misuse of power (d) Prepare the students for leadership
70. Do you think that students union plays positive role in your college? : Yes / No
71. Do you think that the college management is running the college very smoothly ?
: Yes / No
72. In your opinion how is the college management performing?
(a) Very well (b) well (c) just satisfactory (d) Unsatisfactory
73. Do you think that college management is really efficient in providing the quality education ?
: Yes / No
74. Is there the need of some change in the college management? :Yes / No
75. Do you think that you would have opt other reputed college/University, if you had more income? : Yes / No
76. Did the economic constraint ever create problem in your education? : Yes / No
77. What will you do after completing this course?
(a) Further study (b) Government job (c) Private job
(d) Business (e) Agriculture (f) Other
78. Do you find yourself fit for the competitive exams? : Yes / No
79. Do you think that you will get a good job after completing this degree course?
: Yes / No
80. If yes, what is the chance of getting a good job?
(a) Very good (b) Good (c) Moderate (d) poor
81. In your opinion what is the main hurdle of getting a good job?
(Write 1, 2, 3, 4 etc. in order of preference)
(a) Discrimination in jobs against the Muslims (b) Lack of confidence
(c) Lack of competitive spirit (d) Less opportunities available
82. Please give at least three suggestions to improve the educational Standard of your college.

**Department of Sociology & Social Work
A.M.U. Aligarh.**

**Topic :- “Muslim Managed Higher Educational
Institutions in U.P. :A case study of Teachers
Role and Students Performance in Kanpur”**

**Questionnaire-Schedule
(For Teachers)**

Date.....

- | | | | |
|-----|--|---|--|
| 1. | Age | : | |
| 2. | Sex | : | Male / Female |
| 3. | Religion | : | |
| 4. | Caste/Community | : | |
| 5. | Social Background | : | Rural / Urban |
| 6. | City and State | : | |
| 7. | Mother Tongue | : | |
| 8. | Type of Family | : | Joint / Nuclear |
| 9. | Marital Status | : | Married / Unmarried / Widower / Divorced |
| 10. | Educational Qualification | : | |
| 11. | Monthly Income | : | (a) Salary :
(b) Other Sources:
Total :----- |
| 12. | Number of Children | : | (a) Male :
(b) Female : |
| 13. | Number of children getting education | : | (a) Male :
(b) Female : |
| 14. | Number of children getting education in this college | : | (a) Male :
(b) Female : |
| 15. | Name of classes | : | |
| 16. | Name of the post you occupied | : | |
| 17. | Nature of employment | : | Permanent / Adhoc / Part Time |
| 18. | Teaching experience at this college | : | -----Years |
| 19. | Teaching experience at other colleges | : | -----Years |
| 20. | Teaching Subject | : | |
| 21. | Specialization in the subject (if any) | : | |
| 22. | Teaching load per week | : | (a) Under Graduate :
(b) Post Graduate : |

23. Are you satisfied with your placement? : Yes ☐ No ☐
24. Did you ever take refresher course in your subject? : Yes ☐ No ☐
25. If yes, when and how long did you take that course? :
26. Did your college provide assistance in this connection? : Yes ☐ No ☐
27. How much time (hours) do you generally devote in the college? :----- hours
28. Do you strive to update your knowledge? : Yes ☐ No ☐
29. Do you consult the books other than your subject? : Yes ☐ No ☐
30. Are you the regular reader of Newspaper? : Yes ☐ No ☐
31. Which Newspaper do you read regularly? :
32. What percentage of your income you spend on purchasing the books, magazines, Newspapers etc.? :
33. How many books generally do you buy per year? :
34. Has your library sufficient books of your subject? : Yes ☐ No ☐
35. How many journals are there in the college library in your subject? : One /Two / Three / Nil
36. Name any one journal of your subject :
37. Do you borrow the books from the library? : Yes ☐ No ☐
38. Please name one or two new arrivals in your library? : Yes ☐ No ☐
39. Do you take part in extra curricular activities? : Yes ☐ No ☐
40. If yes, in what ways? : Sports/NCC/NSS/Other
41. Do you participate in the seminars and conferences? : Yes ☐ No ☐
42. Have you ever presented papers in the seminars and conferences? : Yes ☐ No ☐
43. If Yes (i) Name of the conference / Seminars :
(ii) Title of the paper :
(iii) Year :
44. Have you published some Book/ Paper in Journal / Magazine? : Yes ☐ No ☐
45. If Yes, Name of Journal :
46. What additional qualification did you acquire after your appointment:
(i) Ph. D. ☐ (ii) M. Phil. ☐ (iii) Book Writing ☐
(iv) Paper writing ☐
47. Do the students come to you in the college to discuss their academic and personal problems?
(a) Frequently ☐ (b) Occasionally ☐ (c) Seldom ☐ (d) Never ☐
48. How often the students visit you at home?
(a) Frequently ☐ (b) Occasionally ☐ (c) Seldom ☐ (d) Never ☐
49. How often do you advise students on personal and vocational questions?
(a) Frequently ☐ (b) Occasionally ☐ (c) Hardly ever ☐

50. From which background generally the students come in your college ?
 (a) Upper class ☐ (b) Upper middle class ☐
 (c) Middle class ☐ (d) Lower middle class ☐
 (e) Lower class ☐
51. How do they perform in their studies ?
 (a) Very Good ☐ (b) Good ☐ (c) Satisfactory ☐ (d) Poor ☐
52. How do you assess the performance of your students ?
 (Rank 1,2,3,4, etc. in order of preference.)
 (a) On the basis of class performance ☐
 (b) On the basis of regularity and punctuality ☐ (c) On the basis of class tests ☐
 (d) On the basis of performance in the exam ☐ (e) Overall performance ☐
53. In your opinion what is the main reason of poor performance of students in your college ? (Rank 1,2,3,4, etc. in order of preference.)
 (a) Low socio-economic status ☐ (b) Poor schooling ☐
 (c) Lack of interest in education ☐ (d) Lack of hard labour ☐
 (e) Lack of competitive spirit ☐
 (f) Lack of academic environment in the college. ☐
54. Whose performance is better in your college?:
 (a) Muslim students ☐ (b) Non-Muslim students ☐
55. In your opinion what may be the cause of good performance of the Non-Muslim students ?
 (write 1,2,3,4, etc. in order of importance.)
 (a) Their parents take interest in their study ☐
 (b) They have keen interest in education ☐
 (c) They are hard labourer ☐ (d) They have the competitive spirit ☐
 (e) They are economically well off ☐ (f) They have good schooling ☐
56. Which are other minority colleges in your city ?
 1.
 2.
 3.
57. In your opinion what may be the cause of good performance of the non-Muslim students
 (a) They have the good management ☐ (b) They have the best teachers ☐
 (c) The quality of the average students is good ☐
 (d) They have the more resources ☐
58. Please rank your college among the colleges of Kanpur.
 1.
 2.
 3.

59. In your opinion who is more responsible for the poor functioning of college and bad results ?
(write in order of preference)
- (a) Students ☐ (b) Teaching staff ☐
(c) Management ☐ (d) Government policies ☐
60. Do you strive to make your teaching more relevant and effective ? : Yes ☐ No ☐
61. If yes, what do you do to make it more effective ? (You can choose more than one option)
- (a) Study the latest books ☐ (b) Adopt the different method of teaching ☐
(c) Consult the people specialized in that field ☐
(d) Motivate the students for hard work ☐
(e) Arrange special classes for slow learners ☐
(f) Invite students at home to discuss their problems ☐
62. How many years before the present syllabus was revised ? :
63. Has your department started new courses in the past five years ? : Yes ☐ No ☐
64. Did your department ever organise seminars, discussion groups etc. ? : Yes ☐ No ☐
65. If yes, what percentage of these discussion did you attend ? :
66. Do you encourage extra reading beside the syllabus ? : Yes ☐ No ☐
67. What is the response of the students in this regard ?
- (a) very good ☐ (b) Good ☐ (c) Average ☐ (d) Poor ☐
69. Do you face any disciplinary problem in the class ? : Yes ☐ No ☐
70. How do you meet this challenge ?
- (a) By complaining to the authorities ☐ (b) By keeping them out of the class ☐
(c) By giving them poor marks ☐ (d) By suggesting them ☐
71. How do you find the college building and classrooms ?
- (a) very good ☐ (b) Good ☐ (c) Satisfactory ☐ (d) Unsatisfactory ☐
72. In your opinion, What is the level of your college staff ?
- (a) Outstanding ☐ (b) Good ☐ (c) Average ☐ (d) Poor ☐
73. Do you assist the college administration ? : Yes ☐ No ☐
74. If yes, in what ways ?
- (a) Discipline ☐ (2) Admission ☐ (c) Other ☐
75. In your opinion how is the relation between college staff and the management ?
- (a) very cordial ☐ (b) Functional ☐ (c) Satisfactory ☐ (d) Tense ☐
76. In your opinion the selection of teaching faculty is based on ?
- (a) Quality and performance ☐ (b) Community consideration ☐
(c) Recommendation of big person ☐ (d) Economic consideration ☐
77. Do you think that the college management affects your teaching in one or the other way ? : Yes ☐ No ☐
78. Are you satisfied with the functioning of the college management ? : Yes ☐ No ☐

79. Do you think that there is the need of some change in the college management ? : Yes ☐ No ☐
80. Do you think that the students and teachers politics has a negative effect on the educational programme ? : Yes ☐ No ☐
81. Do you think that teachers should participate in college politics ? : Yes ☐ No ☐
82. Is the college staff divided in different political groups : Yes ☐ No ☐
83. What role does the political groups of teachers play in students politics ?
 (a) Encourage students for leadership ☐ (b) Exploit them for their use ☐
 (c) Use them against the management of college ☐
 (d) Help to run the administration smoothly ☐
84. Does the principal support a particular group and condemn the other group? : Yes ☐ No ☐
85. Do the groups supported by the principal get some advantage and enjoy the position ? : Yes ☐ No ☐
86. Do you think that management is also responsible for the division of the teachers in different groups ? : Yes ☐ No ☐
87. Do you think that the management uses some teachers and students for the maintainance of their power and position ? : Yes ☐ No ☐
88. Which group of the teachers is supported by the management ? :
 (a) Those who are academically good ☐ (b) Those who want to enjoy power ☐
 (c) Those who are interested in politics and have the political grip ☐
 (d) Those who are always behind them and support their each and every decision ☐
89. Do some teachers group exploit the students for their political grip and to enjoy the power ? : Yes ☐ No ☐
90. Do they use the students Union against college management ? : Yes ☐ No ☐
91. Do you associate yourself in some teachers group in the college ? : Yes ☐ No ☐
92. Please suggest four important changes for the improvement of the educational standard in your college.

**Topic : “Muslim Managed Higher Educational
Institutions in U.P. : A case study of
Teachers Role and Students Performance in Kanpur”**

**Questionnaire-Schedule
(For Management)**

Date.....

1. Age :
2. Sex : Male/Female
3. Religion :
4. Caste/Community :
5. Social Background : Rural/Urban
6. City and State :
7. Mother Tongue :
8. Educational Qualification :
9. Monthly Income (a) Salary :
(b) Other Sources :
Total :————
10. Number of Children (a) Male :
(b) Female :
11. Number of children getting education. (a) Male :
(b) Female :
12. Number of children getting education in this college . (a) Male :
(b) Female :
13. Name of classes :
14. Name of the post you occupied in managing committee. :
15. Mode of selection :
(a) Election ☐ (b) selection ☐ (c) Nomination ☐ (d) political pressure ☐
16. Term of appointment :
(a) One year ☐ (b) Two years ☐ (c) Three years ☐ (d) Not specified ☐
17. When did you occupied the said post ? :

18. How did you find this post ?
 (a) prestigious ☐ (b) Means to get more advantages ☐
 (c) way to serve the community ☐ (d) Platform to get the political grip ☐
 (e) Lot of money is there ☐ (f) More like a burden ☐
19. Name of the post and institution you occupied in the past and for how much time?:
20. Do you have some teaching experience ? : Yes ☐ No ☐
21. If yes, (a) Teaching experience at this college :
 (b) Teaching experience at other college/colleges :
22. Teaching subject :
23. Do you have some relatives/ biradari member in the college community ?:
 1. Teaching : Yes ☐ No ☐
 2. Non Teaching : Yes ☐ No ☐
 3. Managing Committee : Yes ☐ No ☐
24. Do you want to hold this post in future by any means ? : Yes ☐ No ☐
25. Do you think that a lot of changes have taken place due to your efforts ? : Yes ☐ No ☐
26. Do you think that you are doing your best for the improvement of this Institution ? : Yes ☐ No ☐
27. If Yes, How ? 1.
 2.
 3.
28. Are you free to take any decision about the recruitment/ admission etc. ? : Yes ☐ No ☐
29. Do you face some pressure at the time of recruitments of teachers ? : Yes ☐ No ☐
30. Which type of pressure is it ?
 (a) Pressure from political parties ☐ (b) Pressure of local leaders ☐
 (c) pressure of some influential people of the city ☐
 (d) pressure from the vice chancellor of the university concerned ☐
 (e) Pressure from the college management ☐
31. What is your recruitment policy ?
 (a) Preference to Biradri candidate ☐ (b) Preference to Muslim candidate ☐
 (c) On the basis of merit ☐ (d) As per decision of selection committee ☐
32. Does the university to which your college is affiliated has some role in the recruitment ? : Yes ☐ No ☐
33. Is the decision of promotion of the teachers taken by the college managing committee ? : Yes ☐ No ☐

34. What is the promotion policy in your college ?
 (a) Performance ☐ (b) seniority ☐ (c) After a fixed period ☐
 (d) Influence of the person concerned ☐ (e) depend on the managing committee ☐
35. Are teachers satisfied with this promotion policy ? : Yes ☐ No ☐
36. Do the teachers protest in regard of their promotion, salary etc. ? : Yes ☐ No ☐
37. How do you resolve the grievances of the teachers/employees ?
 (a) Try your best to solve their problems ☐ (b) look out in only some basic issues ☐
 (c) Use force to come out of this problems ☐ (d) Never care about their demands ☐
38. How many members in the college, in your knowledge, are said to be related in one or the other way to members of managing committee ?
 (a) Principal ☐ (b) Teacher ☐ (c) Clerk ☐ (d) Class IV ☐
39. As minority institution does the State govt. interferes in college matters ? : Yes ☐ No ☐
40. If yes, in what ways ?
 (1)
 (2)
 (3)
41. Is govt. aid sufficient for the college ? : Yes ☐ No ☐
42. As minority institution does the college get some special advantage from State/Central govt. ?
 : Yes ☐ No ☐
43. Do you face the financial constraint for starting the new professional courses ? : Yes ☐ No ☐
44. Do you generate some resources to meet the financial problem of the college ? : Yes ☐ No ☐
45. How do you generate the resources to meet the financial constrain ? :
 (a) By fee hike ☐ (b) By donation ☐ (c) By increasing the registration fee ☐
 (d) By postponing the financial help of the students ☐ (e) Other sources ☐
46. How often do the managing committee's meetings are called ? :
 (a) Every month ☐ (b) After three month ☐ (c) After six month ☐
 (d) After one year ☐ (e) Not specified ☐
47. Does the managing committee discuss the over all performance of the students in particular session ? : Yes ☐ No ☐
48. How are the results of the students in each session ? :
 (a) Excellent ☐ (b) Good ☐ (c) Satisfactory ☐ (d) Unsatisfactory ☐
49. Does the administration try to find out the causes and remedies for the poor performance of the students ? : Yes ☐ No ☐
50. Does the managing committee take any action for the improvement of the results ? : Yes ☐ No ☐

51. Are the teachers expected to explain the reason for poor performance of the students in their subjects ? : Yes ☐ No ☐
52. Do the teachers react in this regard ? : Yes ☐ No ☐
53. Whom do you consider responsible for the poor results of the students? :
 (a) Students ☐ (b) Teachers ☐ (c) Management ☐
 (d) Government policies ☐ (e) All of the above ☐
54. Do you think that the over all quality of students of other colleges is better than the students of your college ? : Yes ☐ No ☐
55. If yes, how are they better ? (Write 1,2,3,4, etc. in order of preference)
 (a) They have command in their subjects ☐ (b) They are competition oriented ☐
 (c) They have keen interest in education ☐ (d) They have specific goals and objectives ☐
 (e) They belong to well off families ☐
 (f) Their parents take interest in their education ☐ (g) Their over all performance is better ☐
56. Do you think that the poor performance of the students is also related to indiscipline of the students ? : Yes ☐ No ☐
57. How often the students indiscipline arise in your college ?
 (a) Frequently ☐ (b) Occasionally ☐ (c) Never ☐
58. What is the attitude of the managing committee to deal with this problem ? :
 (a) Very strict ☐ (b) Strict ☐ (c) Normal ☐ (d) Indifferent ☐
59. Does it effect the general functioning of the college ? : Yes ☐ No ☐
60. Was there any such big problem recently due to which the managing committee had to close the college ? : Yes ☐ No ☐
61. Do you think that the teachers are divided among different groups ? : Yes ☐ No ☐
62. On what basis are teachers divided into groups ? :
 (a) Biradri ☐ (b) Community ☐ (c) Local/Outsider ☐ (d) Pro/Against management ☐
63. Does this groupism create problem in the effective functioning of the college ? : Yes ☐ No ☐
64. Do you think that the managing committee support a group and condemn the other group ? : Yes ☐ No ☐
65. Do you think that teachers use the students for their own interest ? : Yes ☐ No ☐
66. Do you think that managing committee also exploit the students for their interest ? : Yes ☐ No ☐
67. Is the election of college managing committee held in democratic way ? : Yes ☐ No ☐
68. Who plans the admission policy in your college ?
 (a) Principal ☐ (b) Management ☐ (c) University ☐

69. Is there any provision for the safeguards of the Muslim candidates seeking admission ? : Yes ☐ No ☐
70. If yes, How ?
1.
2.
3.
71. Do the Muslim candidate get some preference in the professional courses ? : Yes ☐ No ☐
72. Does the college committee have full fledged power to give the admission to any candidate ? : Yes ☐ No ☐
73. Is the principal or the top managing committee members have the legitimate power to nominate a candidate in any course ? : Yes ☐ No ☐
74. Are the students given some financial assistance? (like fee concession, scholarship etc.) Yes ☐ No ☐
75. Which section of the students is benefited form this scheme ?
(a) poor class students ☐ (b) Sons and daughters of staff members ☐
(c) Meritorious students ☐ (d) Students of backward caste/ community ☐
76. Is the decision in this regard taken by the managing committee itself : Yes ☐ No ☐
77. Which programmes are recently started by the managing committee for the students welfare ?
(a) New hostels are built ☐ (b) Vocational courses are started ☐
(c) Latest books are purchased for library ☐
(d) Financial assistance is increased for the poor and intelligent students ☐
(e) Coaching and guidance cell is started for preparation of competitive examination ☐
(f) Other programmes ☐
78. What steps are taken for the upgradation of academic standard of the college ?
(a) Recruitment of the best teachers ☐ (b) Teachers training programmes are started ☐
(c) Necessary changes are made in the syllabus ☐
(d) New professional courses are started ☐
(e) New books are purchased to update the library ☐
(f) Admission is given only to meritorious students
79. What steps are taken by the managing committee for the welfare of staff members ?
(a) Free education to the children of staff members ☐
(b) Admission in the best courses with some relaxation ☐
(c) Providing loan facilities to build their house etc. ☐
(d) Sanctioning of the study leave ☐ (e) Building of more quarters for staff members ☐
80. Please give at least four suggestion to improve the educational standard of your college.